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A study of following aspects of present institutional programs of higher education in Michigan: Level of programs offered, accreditation, aims, enrollments, extension services, faculties, facilities, endowments, tuition, expenditures, and student aid funds. Analyzes additional resources needed for present programs, plans for future development, and public policies regarding future developments in higher education.

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Staff Study No. 11

THE SURVEY OF HIGHER EDUCATION IN MICHIGAN

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LANSING, MICHIGAN *July 1958*

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INSTITUTIONAL PLANNING FOR
HIGHER EDUCATION IN MICHIGAN

by

John Dale Russell
Director of the Survey

Staff Study No. 11

The Survey of Higher Education in Michigan

Prepared for the Michigan Legislative Study Committee on Higher Education
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July 1958

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FOREWORD

The plans for the Survey of Higher Education in Michigan, as originally adopted, called for a personal visit by the Director of the Survey to each of the colleges and universities in the State. These visits were mostly made in the spring and fall months of 1957, with a few of the final visits completed in the first weeks of 1958. Visits were made to all the publicly controlled institutions of higher education in the State and to all the recognized institutions under private control except for a few that maintain only highly specialized technical or professional curriculums. A total of 49 institutions was visited in Michigan. At least half a day, and in the larger institutions a full day, was spent in the visits. The purposes of the visits were to get personally acquainted with each institution and some of its personnel, and to learn at first hand about the planning and thinking that is being done by institutional leaders concerning the future development of higher education in the State.

In the visits to each of the Michigan institutions, an interview was held with the chief executive officer and with such other members of the administrative staff as might be available. Time did not permit an opportunity for extensive conferences with faculty members at each institution, though on other occasions during the course of the Survey the Director has met with faculty groups, such as the State association of chapters of the American Association of University Professors and the local chapters at some of the institutions. In the visits to all the smaller institutions and most of the larger ones considerable time was spent in looking over the physical plant facilities.

The interviews with the administrative officials of the institutions visited were structured by a form that was prepared and sent out in advance, so that those with whom conferences were to be held might know what sort of problems would be brought up for discussion. Copy of this interview form is reproduced in Appendix A of this Staff Study. In general the questions that were discussed fall into four broad categories: (1) the present situation in the institution; (2) the improvements that the administrative officials would like to see made in their institutions, particularly in terms of finances, numbers of additional staff, and plant facilities; (3) the nature of the planning that is going on for the future development of the institutions; and (4) the attitudes and opinions of the institutional officials on a wide range of issues with respect to public policy about higher education in Michigan. The results of the interviews in each of these four areas are recorded in separate chapters in this report, following an introductory chapter outlining the general purpose and nature of the study.

The Director of the Survey takes this opportunity to express his thanks and appreciation for the many courtesies extended him in the course of the Survey visits. In all cases his reception at the institutions was most cordial. Busy administrative officials took a half day or more of their time for the conference. Advance preparation for the visit had been made in most cases, by the collection of certain data regarding the program and operation of the institution. The excellent cooperation extended by institutional officials has greatly facilitated the work of the Survey.

The impressions gained by the Director of the Survey in the visits to the institutions have contributed much to his understanding of the problems of higher education in Michigan. Those who were interviewed were in most cases frank in expressing their views, some of which were clearly confidential. These confidences are respected in the present report by not identifying the sources of any particular opinion or attitude. It seems clear, from the evidence gained in the visits to the institutions, that for the most part the administration of higher education in Michigan is in capable hands, fully able to give sound direction to future developments.

The author of this report, Dr. John Dale Russell, is Director of the Survey of Higher Education in Michigan. At the time of his appointment to this responsibility, he was serving as Chancellor and Executive Secretary of the Board of Educational Finance of the State of New Mexico. His direction of the Survey of Higher Education in Michigan has been on a part-time basis, while continuing to hold his position in New Mexico. On April 1, 1958, he became Director of the Office of Institutional Research and Director of the Center for the Study and Development of Higher Education at New York University in New York City, from which location he has continued his work in the direction of the Survey of Higher Education in Michigan on a part-time basis.

As in the case of all other publications of the Survey of Higher Education in Michigan, the author of Staff Study No. 11 is solely responsible for the findings and conclusions and the full text of the study. The report is made for the Michigan Legislative Study Committee on Higher Education and the Citizens Advisory Committee, but this does not imply any endorsement by the Committees of the findings and conclusions. The publication of this report is in accordance with the general terms of the arrangements for the Survey, which provide that the Director of the Survey shall have full authority to decide what shall be published as Staff Studies and as his report to the Legislative Study Committee on Higher Education.

Staff Study No. 11 provides a thumb-nail sketch of the present conditions in the institutions of higher education in Michigan, something about the way in which they are planning for the future, and a resume of the attitudes of the leaders on a number of important problems in higher education. The report is presented in the hope that it may acquaint the people of the State with these problems and the solutions that are being considered, so that the Legislature and other State agencies and the public in general may be encouraged to provide suitable support for further sound developments in higher education in Michigan.

John Dale Russell
Director of the Survey

July 1958

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CHAPTER I

PURPOSE AND METHOD OF THE STUDY

Colleges and universities are institutions of great stability. Changes in their operations and procedures usually occur slowly and gradually. More important, changes in personnel are relatively infrequent, as compared with many other social institutions. Faculty members are customarily granted tenure, after a reasonable probationary period, and cannot be removed except for cause and in very limited circumstances. Long tenure is also characteristic of college and university administrative officials, though the rules of tenure apply to them less rigorously than to faculty members. Turnover in the leadership of institutions of higher education is normally at a low rate. The members of controlling boards of colleges and universities, which have responsibility for final decisions on all important institutional matters, generally serve for long terms, and dates of expiration of board memberships are staggered so as to prevent too rapid a change in the personnel of the board. All of these situations make for great stability in the operations and policies of institutions of higher education.

Although the whole tendency is to expect great stability in the operations and programs of colleges and universities, these are social institutions and so must make modifications and adaptations in their operations and programs of service from time to time, to conform to changes occurring in a dynamic society. In order that these necessary changes may not come as a shock to the institution, it is always important for a college or university to keep a good lookout ahead, so that needed changes can be anticipated and preparation made for them well in advance of their impact. Such a look ahead generally involves not only a forecast of future conditions but also some planning on the part of the institution to meet the situations that are expected to arise. The purpose of this study is to report an investigation, carried on for the Survey of Higher Education in Michigan, with respect to the way the leaders in the institutions are looking ahead and the plans they are considering for the future development of higher education in the State.

Three Decades of Rapid Change

During the past thirty years the institutions of higher education in the United States have experienced a bewildering variety of situations. Violent and unforeseen changes have kept them continaully off balance in their efforts to look ahead and plan for future developments. From the relatively prosperous times of the late 1920's, the pendulum unexpectedly swung to the opposite extreme in the dark days of the economic depression of the 1930's. Sharp drops in income forced reductions in faculty salaries. In many cases even the capital of endowment funds was seriously impaired by the failure of supposedly safe investments. Every possible economy in operation was necessary during the depression to maintain services for the students who, though short of money to pay their expenses, continued to enroll in total numbers that kept on increasing, except for one brief period. Funds could not be obtained for new building construction during most of the depression, though in the later years of that period assistance from agencies of the Federal Government was available for some building operations in publicly controlled institutions.

Recovery from the depression was well under way when World War II erupted. The colleges and universities saw most of their men students and many of their faculty members drafted into military service. Many women students left to perform patriotic service in the military forces, in government offices, or in war industries. The institutions of higher education that had military contracts managed to get along fairly well, but others found the war years extremely difficult. Some planning was undertaken during the war years in a few States and individual institutions, but the future was difficult to foresee. Shortages of materials and labor forced an almost complete cessation of building construction in the colleges and universities of the United States during the entire period of World War II.

At the conclusion of the war came the great influx of veterans as students, in numbers far larger than had been predicted, with generous funds supplied by the Federal Government for their tuition, books, and living expenses. The unexpected flood of veterans enrolling as students caught the institutions very short of both instructional staff and building facilities. Vast amounts of war surplus materials were made available by the Federal Government for colleges and universities. Many of these supposedly "temporary" facilities are still in use on some institutional campuses.

The distressing difficulties of providing staff and housing for the huge increases in post-war enrollments were to no small measure compensated by the discovery that the veterans, as a group, were surprisingly capable students. Today much of the teaching staff of the colleges and universities of the United States is being drawn from the group of veterans who obtained their higher education in the immediate post-war period.

During the post-war period institutional officials and faculty members were so busy with the day by day problems of meeting the needs of the increased enrollments that there was little or no opportunity to plan ahead for the future.

Some permanent building was undertaken, but continuing shortages of materials and labor meant that the backlog of unmet plant needs, accumulated from the depression and the war years, was still increasing.

At about the peak of the veteran enrollment came the Korean incident, with a sudden tightening of Federal controls over building materials and other supplies needed by the institutions of higher education. Prospects of continued heavy drafts of manpower for military service were disturbing, particularly as the enrollment of World War II veterans began to drop off with the exhaustion of their periods of educational entitlement. The decreasing enrollment of veterans, however, did not result in as much of a decline in total enrollment as might have been expected, for non-veteran students began flocking into colleges and universities in unprecedented numbers.

The replacement of veterans by non-veteran students resulted in a serious financial situation, particularly in the publicly controlled institutions. The Federal Government had paid a tuition fee for World War II veterans that was based on a so-called "cost" of providing the education. This amount of the tuition payment for the veteran could be considerably greater than the tuition fee regularly paid by other students in most publicly controlled institutions. Replacement of veterans by non-veterans in the enrollment thus resulted in a sharp loss of income, which had to be met in most States by much larger appropriations for the publicly controlled institutions. The Federal Government made provisions for assisting the veterans of the Korean conflict to continue their education, but the arrangement did not provide educational institutions the financial subsidy they had enjoyed in caring for World War II veterans, and thus the problem of financing college and university operations became increasingly acute.

In the face of all these upsetting turns of the economic cycle, enrollment trends, and financial support during the past thirty years, the institutions of higher education in the United States have had little opportunity to do any broad-scale planning about their future development. During much of the time in the past three decades the best efforts of leaders in higher education have been concentrated on the sheer problem of keeping the institutions going from day to day, from term to term, and from one year to the next. Pre-occupation with the pressing, immediate problems has made it impossible for most colleges and universities to take a long look ahead and to lay out a course of action that would fit into some long range plan for future institutional development. Only recently, in the middle of the decade of the 1950's, has the situation in many colleges and universities stabilized to the point where it is possible for their leaders to take a longer look ahead than was feasible during the previous quarter of a century.

Institutions have been stimulated in recent years to begin some serious planning by certain studies that were reported, pointing out the enrollment situation in higher education that will probably develop in the decade of the 1960's. The birth rate in the United States has been increasing since the low of the depression years. The rate of increase accelerated considerably in the post-war years, and has continued at a high level through 1957. In a study made for the American Association of Collegiate Registrars and Admissions Officers, Dr. Ronald B. Thompson[1] in 1953 presented statistics for each State showing the number of births for each year from 1918 to 1952. By applying known rates of survival, Thompson was able to calculate the number of people in each State who would be of college age (18 to 21 years of age) for each year up to 1970, on the assumption that in-migration and out-migration from each State would be in balance. The calculation gave a good estimate of the potential population group from which college students would be drawn during the last half of the 1950's and the decade of the 1960's. The large increases that will occur in the college-age population in that period are certain to result in what Thompson[2] dramatically described as "the impending tidal wave" of college students.

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[1] Ronald B. Thompson, Estimating College Age Population Trends 1940-1970. The Ohio State University, Columbus, Ohio. A Report to the American Association of Collegiate Registrars and Admissions Officers. August, 1953.

See also Ronald B. Thompson, The Impending Tidal Wave of Students. A Report of The Committee on Special Projects, The American Association of Collegiate Registrars and Admissions Officers. October, 1954.

Furthermore it is well known that the percentage of the college-age population attending college has steadily increased over the past three-quarters of a century during which statistics have been reported in the United States. When estimates of the possible future increases in percentage of college attendance were applied to the estimates of college-age population, unprecedented increases in enrollments were shown to be almost certain during the period up to at least 1970 or 1975. The studies of probable future enrollment trends brought a keen realization of the need to begin at once to make plans for meeting the needs of the vast increase in college students that will shortly swamp the existing facilities in the institutions of higher education in this country.

The stimulus to planning for future developments fortunately came at a time more nearly "normal" than anything the institutions had experienced for several decades. As a result, American institutions of higher education in the past two or three years have probably given more attention to the development of plans for the next decade or two ahead than ever before in a like period of time.

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[2] Ibid.

The planning that has been done for the future development of higher education has largely been a matter of concern to individual institutions. In a few States there have been efforts to develop State-wide plans. In Michigan, for example, the Council of State College Presidents has made some studies looking as far ahead as 1970, particularly with respect to probable enrollment trends. But otherwise Michigan, like most other States, has left the planning for the future of higher education largely to the individual institutions.

The State's development in higher education is necessarily based on the development of the individual institutions, but there must also be something more. For example, individual institutions in their planning normally do not give attention to the possible needs for the development of new institutions. There is some tendency for the planning of an individual institution to be in terms of what seems to be best for that institution, rather than in terms of what may be best for the entire State. It is not always true that the aggrandizement of an individual institution is the best possible means of improving higher education in an entire State.

One of the purposes of the State-wide survey in Michigan, of which this report is a part, is to lay the groundwork by which wise planning for the future development of higher education in the State may proceed. For effective planning it is important to have a thorough inventory of the present situation, and to appraise the strengths and weaknesses of the services currently rendered. It is important also to know what sorts of plans are being developed in each of the individual institutions of higher education in the State. The purpose of the present report is to give a brief overview of the current situation in the institutions of higher education in Michigan, to present information about their own appraisals of their needs and prospects, to report what they are doing by way of planning for future developments, and to reflect the ideas of the leaders in these institutions on important issues of public policy affecting the future development of higher education in the State.

Collection of Data

The information used in this report was all collected personally by the Director of the Survey in interviews at the colleges and universities in Michigan. As a part of the program of the Survey, an attempt was made to visit every recognized institution of higher education in the State. Because of limits of time, the visits had to be restricted very largely, so far as privately controlled institutions were concerned, to those offering programs in the liberal arts. Three theological seminaries were also visited, and most of the technical institutes were also visited. But no attempt was made to visit all specialized schools offering only curriculums in art, law, music, theology, or technology. Most of the privately controlled institutions omitted from the schedule of visits have relatively small enrollments. A majority of the visits were made in the calendar year 1957, but a few were not completed until the first weeks of 1958.

Altogether forty-nine Michigan institutions were visited in the course of the Survey. This included the ten State-controlled institutions (counting the Sault Ste. Marie Branch of the Michigan College of Mining and Technology as a separate institution because its campus is so distant from the main location at Houghton), the fourteen community colleges that were in operation in 1956-57, and twenty-five privately controlled institutions. The forty-nine institutions visited enrolled 98.5 per cent of the students attending college in Michigan in the fall term of 1956. The privately controlled institutions that were not visited enroll only 6.3 per cent of the students attending privately controlled institutions of higher education in Michigan in the fall term of 1956. The new community college in Lansing, that opened in the fall of 1957, was not visited and no data from it are included in this report, though a conference was held with its director at which many of the problems reported in this study were discussed. Three theological seminaries that were visited are omitted in this report because no attempt was made in the interviews to cover the points on which information was collected from the other institutions. The tabulations in this report are thus based on ten State-controlled institutions, fourteen community colleges, and twenty-two privately controlled institutions, the last mentioned group being mainly of the liberal arts type.

In the course of the Survey visits an interview was held, generally with the president, in which the present situation in the institution was fully discussed. The deficiencies that the officials of the institution recognize as needing remedy, in order to improve the services to the present number of students attending, were outlined. Inquiry was made about the planning under way in the institution for future developments. The attitude or opinion of the person interviewed was sought on a number of State-wide problems recognized as important in the Survey. For the purpose of structuring this interview, Form VI-1 was prepared and used. Copy of the Form will be found in the Appendix of this report. Prior to the scheduled date for the visit to an institution, a copy of Form VI-1 was sent to the president, with entries of as much of the data concerning the institution's present situation as could be found in the Survey files, and a suggestion that this schedule indicates the kinds of questions which the Director of the Survey would want to discuss during his visit. Thus the members of the institution's staff had some opportunity, prior to the visit, to assemble additional data and to organize their ideas about the items listed in the interview form.

In all but a few cases it was possible to hold the interview with the chief executive officer of the institution, known as "president" in each of the degree-granting institutions that were visited, but as "dean" or "director" in a number of the community colleges. In the few colleges in which the president was absent for an extended period and thus was not available at the time arranged for the Survey visit, the interview was held with the dean or administrative assistant or other officer who was in general charge during the president's absence. In some cases the interview was held with a group of the chief officials of the institution, including the president, dean, registrar, business manager, and others who help guide policies and administrative operations. In the case of practically every institutional visit some contact was made with these various administrative officials other than the president.

Plan of the Report

Notes taken during the interviews at the time the institutions were visited are the basis of the present report. In some instances in which specific statistics were dealt with, these have been supplemented by other data from the files of the Survey. The interview form arranged the topics into four distinct sections: (1) the present status of the institution; (2) the additional resources and facilities institutional officials would like to have in order to serve well the needs of the present enrollment; (3) the planning being done in the institution for future developments; and (4) the attitudes and opinions of institutional leaders on a number of issues faced by Michigan in the further development of higher education. The present report is organized so as to devote one chapter to each of these four major areas on which information was collected during the visits to the institutions.

CHAPTER II

PRESENT INSTITUTIONAL PROGRAMS OF HIGHER EDUCATION IN MICHIGAN

In the Preliminary Report to the Michigan Legislative Study Committee on Higher Education[1], published in March, 1957, a definitive list of the institutions of higher education in Michigan was presented. In that connection the difficulties encountered in determining just what institutions are properly classified as offering "higher education" in Michigan were discussed. The list as finally determined for the purposes of the Survey contained the names of 64 institutions. This included nine State-controlled institutions (not counting the branch of Michigan College of Mining and Technology at Sault Ste. Marie as a separate institution), fourteen community colleges, and forty-one privately controlled institutions. Since that time one additional community college has been opened, in the fall of 1957, in Lansing. Data were not obtained for this report from the Lansing Community College. In Appendix B of this report there is given a complete directory of the recognized institutions of higher education in Michigan, showing for each the name of the chief executive officer, the registrar, and the official who served as liaison for the institution in the contacts with the Michigan Survey of Higher Education.

In the present study the Sault Ste. Marie Branch of the Michigan College of Mining and Technology is treated as a separate State-controlled institution, inasmuch as its campus is so far removed from that of the parent College at Houghton, and because it had been in operation for some years before the present Survey was undertaken. Thus the tabulations indicate ten State-controlled institutions as having been visited, rather than nine. The Branch of the University of Michigan at Flint has been put into operation since the Survey was begun; it was not specifically visited in the course of the Survey and is not treated in this report as a separate institution. Since the inception of the Survey, announcements have been made of two large gifts for the establishment of other institutional branches. One is for a branch of the University of Michigan, to be set up in Dearborn, a Detroit suburb. The other is for a branch of Michigan State University, to be set up in Oakland County near Rochester and Pontiac. The Legislature has given its encouragement to the acceptance of these gifts but has not, thus far, provided funds for the development of the new branch institutions.

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[1] John Dale Russell, Preliminary Report to the Michigan Legislative Study Committee on Higher Education, Chapter II. Published by the Committee, State Capitol, Lansing, Michigan. March, 1957.

As was explained in the preceding chapter, the forty-one privately controlled institutions in Michigan include a number of specialized schools, in such fields as art, Bible, business, education, law, music, technology, and theology. Most of these specialized schools were not visited for the purposes of this Survey and are not treated in the present report.

Very late in the course of the Survey, after all the data had been gathered, a complaint was registered with the Legislative Study Committee on Higher Education concerning the omission of one group of institutions in Michigan whose leaders believe they should have been included in the studies of higher education. The complaint came from an organization representing the privately controlled business colleges that are not incorporated as non-profit-making institutions. The complaint was based on the assertion that these schools are offering courses paralleling much of the subject-matter taught in the departments of secretarial science and business administration in the recognized colleges and universities of the State. It was further argued that the private business colleges are taxpaying enterprises, and are equipped to take the burden from the taxpayers of providing the support for education in such subjects, while the publicly controlled institutions, by their low tuition fees, are actually competing unfairly with taxpaying, private-enterprise schools.

It was explained to the complainants that the Survey, in making its determination of the institutional scope of the study, had followed the official lists and directories of institutions of higher education, as issued by agencies of the State and Federal Government. None of these official lists include the privately controlled schools of business, except those that are organized, like other colleges and universities, on a non-profit-making basis. There are many other types of education beyond the high school that are not included in the category of "higher education," such as hospital schools of nursing, schools of cosmetology, and apprentice-training programs in industry. In any event, the complaint was received so late in the course of the Survey that it was physically impossible to include any additional institutions. The explanation is given here in order to make it clear that, for the purpose of the present Survey, only those institutions are reviewed whose programs have been publicly recognized as "higher education," either by the Michigan State Department of Public Instruction or by the United States Office of Education.

Levels of Programs Offered

All the nine State-controlled institutions of higher education in Michigan offer the bachelor's degree. The Sault Ste. Marie Branch of Michigan College of Mining and Technology offers only the first two years of the degree program as maintained in the parent institution at Houghton. Ferris Institute offers the bachelor's degree only in the limited professional fields of pharmacy and the preparation of teachers in science and business administration. All the State-controlled institutions except Ferris Institute and Northern Michigan College offer the master's degree. The graduate programs are a relatively recent development, on an independent institutional basis, in three of the institutions that were formerly teachers colleges -- Central Michigan College, Eastern Michigan College, and Western Michigan University. Programs at the doctor's degree level are offered in only three of the State-controlled institutions -- Michigan State University, the University of Michigan, and Wayne State University. Ferris Institute maintains strong programs of less-than-degree length in many fields of technology, such as printing, auto mechanics, electronics, refrigeration, and cosmetology.

Of the twenty-two privately controlled institutions included in this report, two -- Spring Arbor Junior College and Suomi College -- offer only two years of college-level program in liberal arts and neither of these institutions has a degree program in liberal arts. Suomi College also has a theological school, which requires a bachelor's degree for entrance, but students entering Suomi College for the freshmen and sophomore courses must go elsewhere to complete the bachelor's degree if they wish to enter the theological school. All the other privately controlled institutions included in this study offer the bachelor's degree. The University of Detroit is the only privately controlled institution in Michigan that grants any substantial number of master's degrees annually. Siena Heights College offers the master's degree in fine arts and has recently announced the extension of its master's degree program into the field of science. Albion College and Kalamazoo College occasionally grant the master's degree. Cleary College was developing a pilot program for the master's degree at the time the institution was visited.

The community colleges in Michigan offer only two years of study beyond the high school. All of them offer "transfer-credit" courses of freshman and sophomore level, consisting of the subjects usually available at that level in degree-granting institutions. A few of the community colleges have developed strong courses of the occupational-terminal type, for which "transfer-credit" is not normally given.

Degree-curriculums in the major professional fields are offered in the Michigan institutions, as follows:

Architecture: University of Michigan

Dentistry: University of Detroit and the University of Michigan

Engineering: Michigan College of Mining and Technology, Michigan State University, University of Detroit, University of Michigan, and Wayne State University

Forestry: Michigan College of Mining and Technology, Michigan State University, and the University of Michigan

Law: Detroit College of Law, University of Detroit, the University of Michigan, and Wayne State University

Librarianship: the University of Michigan and Western Michigan University

Medicine: the University of Michigan and Wayne State University

Nursing: Mercy College, Michigan State University, the University of Michigan, and Wayne State University

Pharmacy: Detroit Institute of Technology (discontinued and transferred to Wayne State University since the date of the Survey visit), Ferris Institute, the University of Michigan, and Wayne State University

Public Health: the University of Michigan

Teacher Education: all the State-controlled institutions except Michigan College of Mining and Technology, and practically all the liberal arts colleges

Theology: Calvin Theological Seminary, Grand Rapids Baptist Theological Seminary and Bible Institute, Western Theological Seminary, and a number of others that were not visited and are not on the accredited list of the American Association of Theological Schools

Veterinary Medicine: Michigan State University.

Accreditation

The accredited status of the Michigan institutions of higher education was discussed in the Preliminary Report to the Michigan Legislative Study Committee on Higher Education.[2] Since that report was published, one additional privately controlled college has achieved accreditation by the North Central Association of Colleges and Secondary Schools. The program in forestry at Michigan College of Mining and Technology has also been accredited by the professional association in that field since the Preliminary Report was published.

The Preliminary Report pointed out that the State-controlled institutions in Michigan measure up rather well on the kinds of accreditation held. Each of them, with the exception of Ferris Institute, is accredited by the North Central Association of Colleges and Secondary Schools. The University of Michigan and Michigan State University are accredited for every professional curriculum they offer. Most of the State institutions hold accreditation for the major professional curriculums they offer in all fields in which accreditation is available, though there are gaps in the accredited status of certain of the State-controlled institutions in a few professional fields, such as music, journalism, and business. Nine of the Michigan community colleges hold accreditation from the North Central Association of Colleges and Secondary Schools; many of the others are relatively young and will doubtless achieve accreditation by the regional Association in time. Only fourteen of the privately controlled institutions have been accredited by the North Central Association of Colleges and Secondary Schools. The number of privately controlled institutions of higher education in Michigan that lack suitable accreditation was commented on in the Preliminary Report in the following language:

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[2] Ibid. Pp. 19-23, and Appendix A.

> ". . . the State has a substantial number of relatively weak, privately controlled institutions. The number that have not achieved accreditation by the North Central Association of Colleges and Secondary Schools, or by an accrediting agency in a professional or technical field, is larger than it should be. . . Every encouragement should be given to the unaccredited institutions to strengthen their programs to the point where they may receive recognition from the regional accrediting association or from the professional accrediting agency in their respective fields. These institutions will be needed to serve well the expanding enrollments of the next fifteen or twenty years. Such service, to be effective, must be on an accredited basis."

Institutional Aims and Objectives

All the institutions included in the present report have a statement of aims and objectives that is printed in the official catalog, with the single exception of Flint Junior College. For some of the larger universities, however, the only statements of aims and objectives that could be found were in the catalogs of the separate schools and colleges.

As might be expected, the institutional statements of aims and objectives differ considerably in phraseology. The statements can be classified into some five different categories, each of which reflects a specific point of view from which the aims were formulated. These categories are:

(1) aims which seem primarily concerned with the subject-matter of instruction;

(2) aims that describe the activities of the faculty, such as teaching, research, and public service;

(3) aims that are concerned with the sorts of service the graduate is expected to render after the completion of the college preparation;

(4) aims that describe the kind of a person the graduate is expected to be after his college attendance; and

(5) aims that are concerned with the development of the student as a person while he is in college.

In general, the statements of aims and objectives found in the catalogs of the Michigan colleges and universities are reasonably successful in giving an insight into the guiding philosophy of the institutions. The statements in many cases give evidence of careful and thoughtful preparation. A well considered statement of aims is particularly useful to students and prospective students, who need to know what the college intends to do for them and with them. The statement is particularly useful also to new faculty members for orientation purposes. Those who have been on the staff for some time often need to check their own activities and interests and points of view against an officially adopted set of institutional aims and objectives. In some of the Michigan institutions the statement of aims and objectives is not sufficiently clear and definite to serve such purposes, and fails to indicate anything that makes the college distinctive.

Enrollments

All the institutions of higher education in the country report annually to the U. S. Office of Education their fall term enrollment statistics. For the purpose of this Survey, the Michigan institutions of higher education were asked to provide the Survey office with a copy of the enrollment reports filed with the U. S. Office of Education for the fall terms of 1956 and 1957. The data were received from all the institutions on the recognized list of the U. S. Office of Education, with the exception of one or two small colleges. The enrollments reported are the "head count" figures, including all students of college grade, whether carrying a full-time or a part-time program.

Table 1 shows the total enrollments for each of the three groups of Michigan institutions, classified according to the nature of the control -- State-controlled, privately controlled, and community colleges -- for the fall terms of 1956 and 1957.

Table 1. College Level Enrollments[*] in Three Groups of Michigan Institutions, Fall Terms of 1956 and 1957.

	Fall 1956	Fall 1957	Per Cent Change
State-controlled Institutions	88,848	93,424	+ 5.15
Privately Controlled Institutions	30,430#	30,753#	+ 1.06
Community Colleges	16,093	19,079**	+18.55
Totals	135,371	143,256	+ 5.82

*The form on which these reports were submitted asked for the report on the following students: All students of college grade, except correspondence courses, individual lessons, short courses, pupils in laboratory schools. A student of college grade is one whose current program consists wholly or principally of work which is creditable toward a bachelor's or higher degree. Students of college grade may be undergraduate, graduate, special, unclassified, extension, etc. They may be studying full-time, part-time, during day or evening, on the campus, at a branch campus, at an extension center, etc.

#Does not include Spring Arbor Junior College and Detroit Business Institute.

**Does not include Lansing Community College.

The table includes all the privately controlled institutions regularly reporting to and recognized by the U. S. Office of Education, whether or not included in the program of visits for this Survey of Higher Education in Michigan. Tables 2, 3, and 4 show the details for each of the individual institutions in the three groups.

Table 1 shows that the fall term enrollments in the Michigan institutions of higher education increased 5.82 per cent in 1957 over those of 1956. The total increase of 7,885 students meant the addition of approximately as many students as had been attending Western Michigan University at Kalamazoo in the fall term of 1956. In other words, if all the institutions had maintained just the same enrollments in the fall of 1957 as in the fall of 1956, it would have been necessary to create another institution the size of Western Michigan University to accommodate the overflow caused by the increased enrollments. It should be noted, however, that the percentage of increase in 1957 over the preceding fall term, 5.82, was only about half the average percentage of annual increase, 11.25, during the preceding four years from 1952 through 1956.

The highest rate of enrollment increase occurred in the group of community colleges in Michigan, with 18.55 per cent more students attending these institutions in the fall of 1957 than in the fall of 1956. The increase of 2,986 students was approximately equal to the total enrollment in Flint Junior College, or more than four times the total enrollment in Jackson Junior College or Muskegon Community College. In other words, if all the other community colleges had remained at the same level of enrollments in the fall of 1957 as in 1956, it would have been necessary to create another community college as large as Flint Junior College, or four institutions as large as either Jackson Junior College or Muskegon Community

Table 2. Enrollments in State-controlled Institutions of Michigan, Fall Terms 1956 and 1957.

Institution	College Level Enrollments in Fall 1956	College Level Enrollments in Fall 1957	Changes 1956 to 1957	
			No.	%
Central Michigan College	5,217	5,781	+ 564	+ 9.8
Eastern Michigan College	5,415	6,002	+ 587	+10.8
Ferris Institute	1,856	2,370	+ 514	+27.7
Michigan College of Mining and Technology (Houghton)	2,170	2,385	+ 215	+ 9.9
Michigan College of Mining and Technology (Sault Br.)	386	410	+ 24	+ 6.2
Michigan State University	19,906	20,133	+ 227	+ 1.1
Northern Michigan College	1,205	1,511	+ 306	+25.0
University of Michigan	25,153*	26,370*	+1,217	+ 4.8
Wayne State University	19,504	19,640	+ 136	+ 0.7
Western Michigan University	8,036	8,822	+ 786	+ 9.7
Totals	88,848	93,424	+4,576	+ 5.15

*Includes Flint Branch.

Table 3. Enrollments in Privately Controlled Institutions in Michigan, Fall Terms 1956 and 1957.

Institution	College Level Enrollments in Fall 1956	College Level Enrollments in Fall 1957	Changes 1956 to 1957	
			No.	%
Adrian College	363	469	+ 106	+ 29.2
Albion College	1,283	1,344	+ 61	+ 4.8
Alma College	692	710	+ 18	+ 2.6
Aquinas College	936	917	- 19	- 2.0
Calvin College	1,751	1,791	+ 40	+ 2.3
Chrysler Instute of Engr.	468	373	- 95	- 20.0
Cleary College	502	522	+ 20	+ 4.0
Cranbrook Academy of Art	115	110	- 5	- 4.5
Detroit Bible Institute	145	143	- 2	- 1.4
Detroit Business Institute and Detroit Business University	-	-		
Detroit College of Law	336	405	+ 69	+ 20.4
Detroit Inst. of Musical Art	102	73	- 29	- 29.0
Detroit Inst. of Technology	1,891	2,157	+ 266	+ 14.0
Duns Scotus College	57	50	- 7	- 12.3
Emmanuel Missionary College	844	728	- 116	- 13.7
General Motors Institute	3,168	2,978	- 190	- 6.0
Grand Rapids Baptist Theol. Seminary & Bible Institute	184	154	- 30	- 16.3
Great Lakes College	127	171	+ 44	+ 34.6
Hillsdale College	667	719	+ 52	+ 7.8
Hope College	1,036	1,118	+ 82	+ 7.9
Kalamazoo College	562	623	+ 61	+ 10.8
Lawrence Institute of Tech.	1,988	1,792	- 196	- 9.8
Madonna College	267	265	- 2	- 0.8
Marygrove College	816	832	+ 16	+ 1.9
Mercy College	432	471	+ 39	+ 9.1
Merrill-Palmer School	80	80	0	0
Nazareth College	453	423	- 30	- 6.6
Olivet College	300	301	+ 1	+ 0.3
Owosso College	140	137	- 3	- 2.1
Sacred Heart Seminary	197	210	+ 13	+ 6.6
St. Joseph Seminary	47	49	+ 2	+ 1.0
St. Mary's College	111	102	- 9	- 8.1
Siena Heights College	539	514	- 25	- 4.6
Spring Arbor Junior College	146			
Suomi College and Theo. Sem.	106	133	+ 27	+ 25.0
University of Detroit	9,624	9,795	+ 171	+ 1.8
Western Theological Seminary	101	94	- 7	- 7.0
Totals	30,430*	30,753*	+ 323*	+ 1.1

*Total does not include Spring Arbor Junior College and Detroit Business Institute.

Table 4. Enrollments in Community Colleges in Michigan, Fall Terms 1956 and 1957.

Institution	College Level Enrollments in Fall 1956	College Level Enrollments in Fall 1957	Changes 1956 to 1957	
			No.	%
Alpena Community College	192	212	+ 20	+ 10.5
Battle Creek Community College	94	344	+ 250	+264.0
Bay City Junior College	1,384	1,584	+ 200	+ 14.5
Benton Harbor Community College and Technical Institute	519	547	+ 28	+ 5.4
Flint Junior College	2,954	3,383	+ 429	+ 14.8
Gogebic Community College	134	121	- 13	- 9.7
Grand Rapids Junior College	1,515	1,680	+ 165	+ 10.9
Henry Ford Community College	5,085	6,325	+1,240	+ 24.2
Highland Park Junior College	1,462	1,492	+ 30	+ 2.2
Jackson Junior College	702	874	+ 172	+ 10.2
Lansing Community College	-	220*		
Muskegon Community College	703	804	+ 101	+ 14.3
Northwestern Michigan College	337	431	+ 94	+ 28.0
Port Huron Junior College	653	781	+ 128	+ 19.6
South Macomb Community College	359	501	+ 142	+ 39.5
Totals	16,093	19,079*	+2,986	+ 18.55

*Lansing Community College opened in the fall of 1957 with an enrollment of 220 students, all of whom were reported as being on terminal-occupational courses for non-transfer credit. Inasmuch as the report asked only for the count of students "of college grade," the enrollment of Lansing Community College is not included in the State-wide total.

College, to take care of the additional students who wanted to attend community colleges. One new community college, at Lansing, was opened in the fall of 1957, with an initial enrollment of 220 students. These are not included in the State-wide totals because, as explained in the footnote to Table 4, all the Lansing Community College students were in terminal occupational courses and hence were not thought to qualify as "college grade" students. If the Lansing Community College students had been included in the State-wide totals, as probably should have been done, the percentage of increase in this group of institutions would have been 19.92 per cent.

The privately controlled institutions of higher education in Michigan increased their enrollments in the fall term of 1957 only 1.06 per cent over the fall term of 1956. It will be observed from Table 3 that 16 of the 35 institutions, for which data were available for both years, showed a decrease in enrollment, while 18 showed increases, and one remained at exactly the same enrollment during the two fall terms. In a few cases the apparent losses in enrollment were the result of a deliberate policy of restricting admissions to a smaller number than had been allowed to enter the preceding year. The totals shown in Table 3 include only the institutions for which reports were available for both 1956 and 1957 and omit two institutions that did not report for one or both of the years.

The enrollments in the State-controlled institutions in Michigan in the fall term of 1957 were 5.15 per cent larger than in the fall term of 1956. The numerical increase amounted to 4,576 students, which would be about equal to the addition to the State system of higher education of three institutions the size of Northern Michigan College at Marquette. The State-controlled institutions, in planning their budgets and programs for 1957-58, had assumed that the rate of increase in enrollments would be about the same as during the preceding four years, that is about 10 per cent annually. When the increase in the fall of 1957 proved to be only 5.15 per cent, or about half as much as expected, the impression somehow was given currency that the State institutions had "lost" enrollments. This was far from the truth, for all of them, as shown in Table 2, had had rather substantial increases in fall term enrollments in 1957. The total increase was indeed smaller than had been expected, based on the experience of the immediately preceding years, but it was large by any normal standards. Again it must be emphasized that the fall term of 1957 showed a substantial increase, not a decrease, in the enrollments in the State-controlled institutions. The increase in most of the institutions was of a magnitude that could not ordinarily be absorbed in the on-going program without corresponding increases in supporting funds.

In the Preliminary Report to the Michigan Legislative Study Committee on Higher Education[3] statistics were presented (pages 49-50) showing the total fall term enrollments of the Michigan institutions of higher education from 1939 to 1956. Projections were made of probable future enrollments for each year up to 1970, based on estimates of the college-age population in the State for these future years. Two different projections were made. One projection made the conservative assumption that there would be no increase in the percentage of college-age population attending colleges in Michigan, over the percentage for 1956. The other projection assumed, a little less conservatively, that the percentage of college-age population in attendance would increase at the modest rate of one-half of one per cent a year (the percentage had risen from 27.5 in 1952 to 39.4 in 1956, an average rate of increase of almost 3 per cent a year). The less conservative of the two projections forecast an enrollment of approximately 290,000 students by 1970 in the Michigan institutions, which would be a little more than double the 1956 enrollment figures.

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[3] Ibid.

It is now apparent that the forecasts made early in 1957 are probably too conservative. On the larger of the two projections the estimated enrollments for the fall of 1957 were 4,451 students less than actually enrolled in that term. In fact the actual enrollments for 1957 exceeded the forecast for the fall term of 1958. In other words, the experience of the fall term 1957 enrollments would warrant the forecast of a faster rate of growth than had been predicted. A re-examination of the situation in the light of the 1957 fall term enrollments would indicate the probability of a total enrollment of at least 340,000 by 1975, if the less conservative line of projection is used, or of 287,000 if the more conservative projection is followed. Figure 1 shows in graphic form the trends in actual fall term enrollments in the Michigan institutions of higher education from 1939 to 1956, the projections of enrollments that were made up to 1970 in the Preliminary Report to the Michigan Legislative Study Committee on Higher Education[4], and an extension of these projections to 1975 based on the experience with the increases in enrollment that occurred in the fall of 1957. As indicated above, the projections for the years between 1956 and 1970 are proving to be too low.

Extension Services

Courses are offered by correspondence by five of the State-controlled institutions -- Central Michigan College, Eastern Michigan College, Northern Michigan College, the University of Michigan, and Western Michigan University. No correspondence study courses are offered by Ferris Institute, Michigan State University, or Wayne State University. Michigan College of Mining and Technology at Houghton formerly offered some courses by correspondence, but this program is being discontinued. Question may be raised as to the necessity of maintaining correspondence

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[4] Ibid.

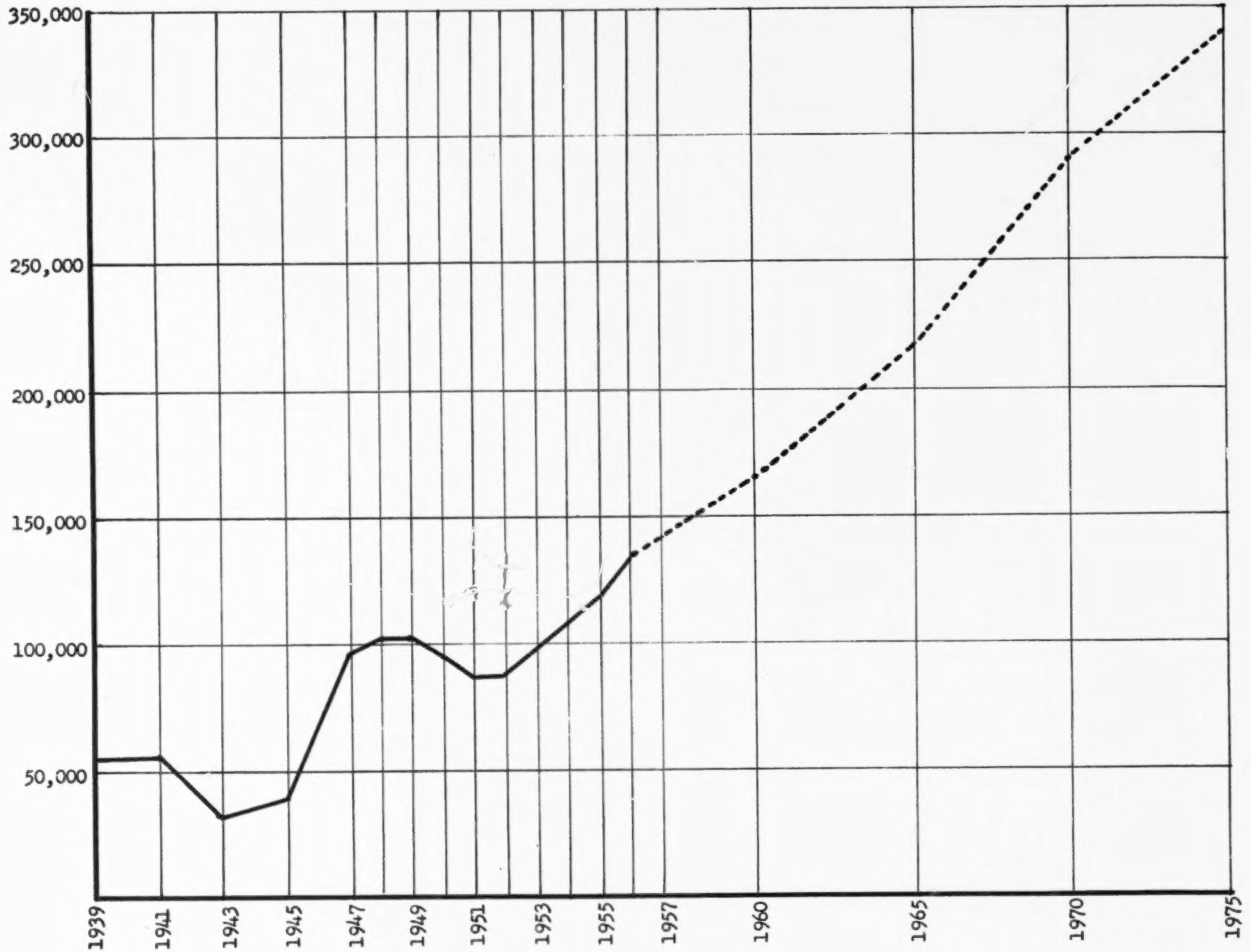

Figure 1. Fall term enrollments, Michigan institutions of higher education 1939 to 1956, and projections to 1975.

study programs in each of the four institutions under the State Board of Education. For resident students each of these institutions serves a rather clearly defined geographical area of the State. But, inasmuch as the U. S. postal service reaches everywhere, there is no peculiar geographical area to be served in a correspondence study program. Instruction by correspondence imposes a particularly burdensome load on faculty members, if it is properly conducted, and it would seem wise to concentrate such services in a single State institution in Michigan.

None of the community colleges and none of the privately controlled institutions in Michigan, that were visited in the course of the Survey, has a program of instruction by correspondence. These institutions have been wise in avoiding the introduction of a correspondence-study program.

Extension classes are conducted by each of the State-controlled institutions. Ferris Institute conducts only a limited program of extension classes, all within the local community. The extension-class program is relatively small at Michigan College of Mining and Technology at Houghton, and the program is just being developed at the Sault Ste. Marie Branch. Most of the State-controlled institutions conduct so-called extension classes on the campus as well as in off-campus centers; the program at Wayne State University consists almost entirely of on-campus classes given at late afternoon and evening hours. The extension-class programs of the State-controlled institutions in Michigan are analyzed in considerable detail in Staff Study No. 7 in the Survey Series[5] so no extended treatment of these programs is given in the present report.

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[5] Julius M. Nolte and Robert Bell Browne, Extension and Field Services in the State-controlled Colleges and Universities in Michigan. Staff Study No. 7, the Survey of Higher Education in Michigan. Prepared for the Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. April, 1958.

None of the community colleges in Michigan has a regularly organized program of extension classes, but a number of these institutions offer courses at late afternoon and evening hours to accommodate part-time students. Some of the community colleges cooperate with one or more of the State-controlled colleges and universities in the maintenance of evening school programs. In this way the community may have the advantage of courses beyond those of the freshman and sophomore level, to which the program of the community college itself must be limited.

Only three of the privately controlled colleges included in this study maintain any extension classes. All the extension programs in the privately controlled colleges are of limited scope. Aquinas College at Grand Rapids reports a total of six courses at two off-campus centers, in Muskegon and Saginaw. Mercy College in Detroit has given one extension course in Flint. Olivet College at Olivet reports the giving of four courses by extension for teachers, at Belding and Bellevue.

In addition to extension-class teaching and correspondence study, the State-controlled institutions maintain a variety of field services. These are described in some detail in Staff Study No. 7 of the Survey Series, to which reference has previously been made. Among the kinds of extension and field services maintained are workshops, short courses, conferences and forums, community lectures, labor and industrial relations programs, consultant services to communities, radio programs, and television courses. The University of Detroit has also conducted television programs. It was shown in Staff Study No. 7 that the extension services of the State-controlled institutions of Michigan reach into practically every county of the State.

Faculties

Statistics on the faculties of the Michigan institutions of higher education are reported in two other Staff Studies in the Survey Series. Staff Study No. 6 dealt with the instructional programs in all the publicly controlled institutions and in thirteen of the privately controlled institutions that participated voluntarily in the study.[6] It presented data on such matters as teaching loads of faculty members and instructional salary costs. Staff Study No. 10 of the Survey Series[7] presented a detailed analysis of the characteristics of the faculty members in practically all the Michigan institutions, dealing with such topics as age, sex, years of service, academic ranks, academic degrees earned, and salaries. Because of the availability of the data in these other Staff Studies, detailed statistics regarding the faculties of the Michigan institutions will not be shown in the present report, but summaries and totals only will be reported.

Data are presented in Staff Study No. 10 of the Survey Series for the fall term of 1957 regarding 4,900 faculty members in the State-controlled institutions, 1,827 in the privately controlled institutions, and 723 in the community colleges of Michigan, a total of 7,450. The average faculty salaries in each of the three groups of institutions in the fall of 1957 were as follows: State-controlled, $7,386; privately controlled, $4,643; community colleges, $6,232. The salaries are low in all the institutions, in consideration of the extended preparation and high personal qualifications required for faculty membership. The extremely low average salary in many of the privately controlled institutions especially calls for correction in order that the colleges and universities may continue to attract and retain capable men and women on their instructional staffs.

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[6] John Dale Russell, John X. Jamrich, and Orvin T. Richardson. Instructional Programs in Michigan Institutions of Higher Education. Staff Study No. 6, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. March, 1958.

[7] John X. Jamrich, Faculties of the Michigan Institutions of Higher Education. Staff Study No. 10, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, P.O. Box 240, State Capitol, Lansing, Michigan. June, 1958.

In the main, the faculty members in the Michigan institutions are well qualified, insofar as the advanced degrees they hold are concerned. More than a third of all the faculty members in Michigan (35.4 per cent) hold the doctorate, the highest earned degree. In the State-controlled institutions 45.3 per cent of all faculty members hold the doctor's degree; in the privately controlled institutions the percentage is 21.0; the community colleges, which maintain no instructional programs beyond the second undergraduate year, have 5.3 per cent of their faculty members with the doctor's degree.

One of the commonly used measures of faculty staffing is the ratio of full-time-equivalent students to full-time-equivalent faculty members. Inquiry was made at each of the institutions visited concerning the student-faculty ratio. The responses in many instances do not represent a careful statistical computation but rather an estimate made by the institutional officials after an explanation of what was wanted.

The average ratio of students to faculty members was remarkably similar for each of the three groups of institutions. The median institution in the State-controlled group has a student-faculty ratio of 16.8 to one. (The median is the point in the rank-order distribution where the number of institutions having a larger figure is equal to the number having a smaller figure.) The median institution in the privately controlled group of colleges is also 16.8 to one, exactly the same as in the State-controlled group. The median institution in the group of community colleges has a student-faculty ratio of 18.0 to one. The range in the number of students per faculty member in the State-controlled institutions is from a low of 12.0 to one in the Sault Ste. Marie Branch of the Michigan College of Mining and Technology, to a high of 23.0 to one at Western Michigan University. The privately controlled institutions show a wider range in student-faculty ratios than the State-controlled institutions, with a low of 8.6 to one and a high of 28.0 to one. In the community colleges the number of students per faculty member ranges from a low of 15.5 at Alpena Community College to a high of 32.9 at South Macomb Community College.

Physical Plant Facilities

Two other Staff Studies in the Survey Series[8] have dealt with the physical plant facilities of the Michigan institutions of higher education. For that reason, only a summary of the data will be reported in the present study.

The physical plants in service in the Michigan institutions of higher education on June 30, 1957, represented an investment of more than a half billion dollars. The State-controlled institutions reported a total of $426,455,063 as the original cost of construction or acquisition of their physical plants. In the privately controlled institutions, the total book value of physical plants was reported as $84,877,521. The plants of the community colleges were reported at an original cost value of $21,229,379. In addition to these sums that had been invested in physical plant facilities, the institutions reported a total of $7,541,499 in liquid assets in plant funds, which presumably would soon be used for further improvements and additions to the physical plants.

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[8] Earl W. Anderson and Elden B. Sessions, Physical Plant Needs in the State-controlled Institutions of Higher Education in Michigan. Staff Study No. 4, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. January, 1958.

John Dale Russell and John X. Jamrich, Space Utilization and Value of Physical Plants in Michigan Institutions of Higher Education. Staff Study No. 9, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. June, 1958.

The buildings on the campuses of the institutions of higher education in Michigan had a total floor area on June 30, 1957, of 27,478,446 square feet. The State-controlled institutions reported a total of 22,666,857 square feet of floor area. The privately controlled institutions had 3,933,947 square feet of floor area, and the community colleges 877,645.

Data on the housing facilities for students in the publicly controlled institutions of Michigan were presented in Staff Study No. 5 of the Survey Series,[9] in terms of the percentage of students living in various kinds of housing. The proportion of students living in dormitories owned and operated by the institutions in the State-controlled group varied from lows of zero at the Sault Ste. Marie Branch of the Michigan College of Mining and Technology and 2.4 per cent at Wayne State University, to a high of 63.0 per cent at Central Michigan College, the median institution being Michigan State University with approximately 50.0 per cent of its students housed in buildings owned and operated by the institution.

None of the community colleges attempts to provide housing for its students. Students who attend the community colleges are almost exclusively local residents, living at home. The few students in the community colleges who do not live at home find rooms in private homes.

Among the twenty-three privately controlled institutions from which data on student housing were obtained in the course of the survey visits, four provide no dormitory accommodations whatever, and one other has only one house that accommodates thirteen women students. At the time of the survey visits the twenty-three privately controlled institutions had in service accommodations for a total of 6,154 students in institutional dormitories. This number would serve 21.6 per cent of all students enrolled in this group of privately controlled institutions at that time. Among the privately controlled institutions with the most extensive provision of dormitory facilities are Albion College (835), Hope College (700), Emmanuel Missionary College (678), and the University of Detroit (500). Plans were under way at the time of the Survey visits for additions that would add housing accommodations for 646 more students in the privately controlled institutions by the opening of the fall term in 1958.

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[9] Orvin T. Richardson, Student Personnel Services in the Publicly Controlled Colleges and Universities in Michigan. Staff Study No. 5, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. February, 1958.

Seven of the privately controlled institutions included in the study have fraternity and sorority houses that take care of some students. These facilities at the time of the Survey visit had accommodations for a total of only 429 students. Only one privately controlled institution reported a prospective addition to its fraternity housing system, and this addition was to involve accommodations for only 23 students. Data reported in Staff Study No. 5 (page 85)[10] show that, in the State-controlled institutions of higher education in Michigan, 6.0 per cent of the students live in fraternity or sorority houses.

Endowments

The institutions of higher education in Michigan report total endowment holdings of approximately $53,000,000. Almost half of this entire total is held by the University of Michigan, which reported $25,559,805 in endowment funds as of June 30, 1957. Michigan State University reported a total of approximately $3,000,000 in endowment, including its land-grant funds. Michigan College of Mining and Technology, with $248,000, is the only other State-controlled institution with any substantial amount of endowment. Wayne State University reported

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[10] Ibid.

$21,200 in its endowment fund as of June 30, 1956, and Central Michigan College reported $18,000 in endowment at that date. None of the other State-controlled institutions of higher education reported any endowments. The total of endowment funds for all the State-controlled institutions is approximately $28,800,000.

Flint Junior College is the only community college in Michigan reporting any endowment. The exact amount of the endowment was not reported by Flint Junior College, but it is understood to be in the neighborhood of $6,000,000. It is most unusual for a publicly controlled community college to have any endowment, and an accumulation of an endowment of the present size at Flint Junior College speaks eloquently of the high regard in which that institution is held by philanthropically inclined citizens in that city.

The privately controlled institutions in Michigan that were visited in the course of the Survey report a total of $18,200,937 in endowment funds. Five of the twenty-four privately controlled institutions from which data were gathered reported no endowment at all, and four others reported endowments that in each case amounted to less than $100,000. None of the privately controlled colleges in Michigan would rank as "heavily endowed," in comparison with similar institutions in other States. Among the privately controlled colleges and universities in Michigan with the largest amounts of endowment are Albion College, the University of Detroit, and Kalamazoo College.

Tuition Fees Charged

Data were gathered from twenty-three privately controlled institutions in Michigan regarding the tuition fee charged students. The fees reported are those charged all students, whether known locally as a "tuition" fee or under some other name. Many of the institutions charge certain other small fees of all students for purposes other than "tuition" but these are included in the fees here reported, inasmuch as all students pay them. Some of the institutions charge laboratory fees in addition to the tuition fee, for students taking certain courses, but these extra fees are not included in the amounts reported here because they are not paid by all students. The tuition fees range from a low of $170 a year to a high of $650. Many of the institutions had recently raised their tuition fees or were planning to raise them in the near future.

In the State-controlled institutions of higher education in Michigan in 1956-57 the fee for residents of the State ranged from a low of $135 a year at Michigan College of Mining and Technology to a high of $220 a year at Wayne State University. The fees in 1956-57 were $150 a year at Ferris Institute. Each of the four institutions under the State Board of Education -- Central Michigan College, Eastern Michigan College, Northern Michigan College, and Western State University -- charged an annual tuition fee of $180 in 1956-57. In that year the tuition fee at the University of Michigan was $200 and at Michigan State University it was $204, for residents of the State. Tuition fees in all the State-controlled institutions in Michigan for 1957-58 were raised approximately 25 per cent over the 1956-57 figures, at the request of the State Legislature meeting in 1957.

All the State-controlled institutions of higher education in Michigan charge non-residents of the State an extra fee. In the four institutions under the State Board of Education -- Central Michigan College, Eastern Michigan College, Northern Michigan College, and Western Michigan University -- the annual amount of extra fee for non-residents of Michigan was $95 in 1956-57. The non-resident fee was $120 at Michigan College of Mining and Technology, $135 at Ferris Institute, $200 at Wayne State University, $225 at Michigan State University, and $270 at the

University of Michigan, in 1956-57. With the raising of tuition fees as requested by the 1957 Legislature, the differential fee for non-residents of the State was also increased in most of the State-controlled institutions.

The tuition and fees paid annually in the community colleges of Michigan, by residents of the respective districts, ranged in 1956-57 from a low of only $16 in Highland Park Junior College to a high of $240 in Northwestern Michigan College at Traverse City. Most of the community colleges were charging fees in the range from $150 to $170 a year in 1956-57. Institutions charging lower fees than this amount, in addition to Highland Park Junior College, were South Macomb Community College ($64), Port Huron Junior College ($118), Alpena Community College ($130), and Henry Ford Community College in Dearborn ($140). The only community college above the middle range, except Northwestern Michigan College at Traverse City, was Muskegon Community College, with an annual fee of $210. Most of the community colleges charge non-residents of their districts an extra fee. The annual amounts of the additional fee range from a low of $25 at Battle Creek Community College to $200 at Highland Park Junior College, but most of these non-resident fees fall within a range of between $50 and $100. Port Huron Junior College charges two different non-resident fees, one for residents of Michigan outside its district, $80 larger than for district residents, and another, $140 larger than for district residents, for non-residents of Michigan. A few of the community colleges were planning increases in fees for 1957-58 at the time of the Survey visit.

Expenditures for Educational and General Purposes

At each of the institutions visited, inquiry was made concerning the total expenditures for educational and general purposes. This category of expenditures includes the support of the instructional program, the administration of the institution, the operation and maintenance of the physical plant, the library, the extension services (other than the Cooperative Agricultural Extension Service), and the non-sponsored research. Excluded from the total are expenditures for sponsored research, for student financial assistance in the form of scholarships and loan funds, the operation of auxiliary activities such as dormitories, dining halls, and bookstores, and the amounts for capital outlay. The sources of the funds used for educational and general purposes are student fees, endowment earnings, special philanthropic gifts and grants, including support from church groups, appropriations by State and local governmental agencies, and a few miscellaneous sources.

The data obtained were generally for the fiscal year 1955-56. There was no attempt to check the reported figures back to an audit or other authentic source, to make sure that the standard classification procedures had been strictly observed in deriving the amount of educational and general expenditures. For that reason, only the totals by groups of institutions are here reported, and the data must be considered as approximations rather than as figures that are strictly accurate to the last dollar. In the few cases in which the figures could not be obtained at the time of the Survey visit, they have been obtained from other reports available in the Survey files.

In the group of State-controlled institutions in Michigan the total annual expenditures for educational and general purposes amounted to approximately $94,559,000. The community colleges reported a total of $5,205,043. The twenty-three privately controlled institutions that were visited reported a total annual expenditure for educational and general purposes of $24,007,045. Included in the amounts for the privately controlled institutions were estimates of the value of the contributed services of members of religious orders in the institutions under the auspices of the Roman Catholic Church. The total for the privately controlled institutions is not a complete picture of the State-wide situation; a number of the smaller and specialized schools were not visited, so no estimate of expenditures was obtained from them. It was reported in Chapter I that the privately controlled institutions visited in the course of the Survey enrolled 93.7 per cent of all the students attending that type of institution in Michigan. On the assumption that the institutions not visited would have the same expenditure per student as those visited, it may be estimated that the total educational and general expenditures of the privately controlled institutions in Michigan amount annually to approximately $25,621,000.

The grand total of educational and general expenditures for higher education in Michigan is estimated to be $125,385,000. Again the caution must be noted that this figure is an approximation. Neither it nor the enrollment figures given earlier in this report are sufficiently uniformily defined or precisely reported to warrant an attempt to relate the two sets of data, such as would be involved in the computation of figures for "expenditure per student" in each of the three groups of institutions or for the State as a whole. The figures on expenditures for educational and general purpose are shown here in order to give some idea of the volume of support involved in the maintenance of higher education in Michigan. The important conclusion is that the operation is a large one and involves very substantial amounts of annual expenditure.

Student Aid Funds

The provision of financial assistance to students was reported in great detail in Staff Study No. 8 of the Survey Series.[11] For that reason only a brief summary is reported in the present study.

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[11] John X. Jamrich, Financial Assistance to Students in Michigan Institutions of Higher Education. Staff Study No. 8, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. May, 1958.

In 1956-57 scholarships and fellowships were awarded by the State-controlled institutions of higher education in Michigan to the total value of $2,692,347. The privately controlled institutions in the State awarded scholarships in the amount of $419,309. In the community colleges, the total scholarship awards amounted to $43,327. The total for the entire State was $3,154,983. In addition to the scholarship awards, loans were made to students from the regular loan funds of the institutions in Michigan to the total amount of $1,408,806. Employment of students within the institutions provided a total of $3,901,990 in 1956-57. The grand total of all three forms of student aid in the Michigan institutions of higher education amounted to $8,445,779 in 1956-57.

The scholarships awarded in 1956-57 in the State-controlled institutions averaged $39.07 per full-time-equivalent student enrolled. In the privately controlled colleges the scholarships awarded average $17.78 per full-time-equivalent student enrolled in such institutions. The average for the community colleges was $3.99 per full-time-equivalent student. When the average amounts of scholarship awards per student enrolled are compared to the tuition fees charged, as reported in the prveious section of this chapter, it will be noted that the financial assistance provided is a relatively small fraction of the tuition fee. The tuition fee itself is only a fraction of the cost of attending college. It seems clear that the financial assistance to students provides only limited help in overcoming the barrier to college attendance. The financial barrier is undoubtedly a significant deterrent to substantial numbers of Michigan young people who have abilities that warrant the investment of their time in additional years of preparation at the college level.

Maximum Capacity of Present Facilities

Each of the institutions visited was asked what the maximum number of students is that could be adequately served with its present facilities, including such augmentation of those facilities as was under way or definitely financed at the time of the Survey visit. In most of the institutions the question was asked in 1957, before the fall term enrollments for that year were known. The responses to the question, it must be recognized, represent only an estimate by the officials of the various institutions. In most institutions, however, the question has been one that has long been given consideration, so the responses in those cases doubtless represent a carefully developed estimate. The institutions have considered two sorts of limitations on their ability to accept additional students: (1) their physical plant facilities and (2) funds to employ additional faculty members that would be needed to serve students. In a very few institutions, and those only in the privately controlled group, a maximum enrollment has been set at some arbitrary figure, deemed desirable to preserve the traditional character of the college, without much regard to the actual capacity of the physical plant or the funds available to maintain the operating program.

Responses to the question about the maximum capacity of the institution under present conditions were obtained from all the community colleges, from the twenty-three privately controlled institutions that were visited, and from all the State-controlled institutions except the University of Michigan. Inquiry was not made on this point at the University of Michigan because the Survey visit could not be made there until early in 1958. It was assumed that the number of students actually enrolled at the University of Michigan in the fall term of 1957 represented the administration's idea of the maximum that could be served effectively, inasmuch as the policy of limiting enrollments was in effect. For that reason the actual enrollments at the University of Michigan in the fall term of 1957 have been used in this study as the estimate of the maximum number the University could serve with its present facilities.

The tabulation of the responses by the State-controlled institutions to the question, regarding the maximum numbers of students that could be served adequately with the facilities available at the time of the Survey visit, (for the most part, in the spring of 1957), yields a total of 93,170. This is only 216 more students than were actually enrolled in these institutions in the fall term of 1957. The conclusion is very clear that the State-controlled institutions of higher education in Michigan, as a total group, are now almost completely filled to what is regarded by their administrative officers as their maximum capacity for effective service. Several of the institutions, indeed, accepted more students in the fall of 1957 than they had reported, in the spring of that year, as their maximum effective capacity. Thus, during the 1957-58 academic year the facilities in some of these institutions have been over-extended to take care of the increased enrollment that occurred in the fall of 1957. The few State-controlled institutions in Michigan that were not filled completely to their maximum capacity in the fall of 1957 could have accommodated relatively few additional students beyond the number they actually admitted. In a few of the institutions, the number of admissions had been pegged so as to yield a total enrollment considered to be the absolute maximum that could be accommodated, but due to economic conditions some of the students admitted did not actually come in to register in the fall term, so there was a small amount of unused capacity resulting from this condition. It seems very clear, from a review of the data, that more staff and plant facilities will have to be provided immediately if the increasing numbers of students seeking admission to college are to be accommodated, unless the leaders in the State-controlled institutions revise their ideas about the maximum number of students that can be served with present staff and facilities.

In the community colleges the situation is much the same as in the State-controlled institutions in Michigan. The estimates of the additional enrollments that could be accommodated in the facilities available at the time of the Survey visits totalled only about 600 students beyond the number actually enrolled in the fall term of 1957 in the group of community colleges. Some of these institutions, such as Alpena Community College, have a new building under construction or definitely planned. In the main, however, the increases in community college enrollments will have to be cared for by taking over more of the public school plants in the local communities. The total enrollments in the community colleges in the fall term of 1957 were approximately 3,000 above the figures for the fall term of 1956, so the situation for the next year or two will probably be increasingly acute in the group of community colleges.

In the privately controlled institutions the situation is a little different from that in the publicly controlled institutions of Michigan. The twenty-three privately controlled colleges in which responses were collected to the question reported a total maximum capacity of 32,830 students. The same institutions had 28,880 students enrolled in the fall term of 1957. This group of institutions could apparently accommodate about 4,000 more students than were enrolled in them in the fall term of 1957, according to the opinions of the administrative officers. The possibilities of accepting additional enrollments, however, are not evenly distributed among the privately controlled institutions in Michigan. Most of the stronger institutions in the State are already up to or even slightly beyond the enrollment level that their administrative officers consider to be the maximum capacity. Many of the other privately controlled institutions have only a small additional capacity beyond that in use in the fall term of 1957. Only five or six of the privately controlled institutions reported a maximum capacity as much as

300 students in excess of their 1957 fall term enrollments. A few of these indicated that their ability to accept additional students would be contingent on the receipt of larger supporting funds for the current operating program.

In summary, it would appear that, insofar as the judgment of the institutional administrators goes, the colleges and universities in Michigan in the fall term of 1957 were practically up to the limits of enrollments that could be accommodated with their present facilities. The total additional enrollments that might be cared for in all the institutions reporting some unused capacity in the fall of 1957 were less than the average annual increases in enrollments over the past five years. Even with the best possible distribution of increased enrollments among the institutions that report some unused capacity, it would seem that a normal increase for the State in the fall of 1958 will overcrowd present facilities and overextend the available resources of the institutions. The case seems very clear for an urgent need to expand facilities and to provide additional resources to meet the ever rising tide of college enrollments in Michigan.

CHAPTER III

ADDITIONAL RESOURCES NEEDED FOR PRESENT PROGRAMS

Capable administrators and faculty members in institutions of higher education can always see many opportunities to improve the present programs of service. The old economic maxim that "the wants of man are never satisfied" applies with doubled force to institutions of higher education. No matter how high the level of an institution's present quality, or how extensive its facilities, or how great its supporting resources, its alert leaders always see ways in which improvements could be made. Such improvements are quickly translated into dollar amounts. Extended observation of institutions of higher education in the United States leads to the generalization that the higher the quality and the more affluent the institution, the greater the pressure from its leaders to obtain additional funds to make still further improvements.

In the Survey visits to the institutions of higher education in Michigan, a series of questions was asked to elicit the ideas of administrative officials about the needs for additional resources to serve adequately the present enrollments. Those interviewed were asked to separate the needs for resources to serve an expanding enrollment and to consider only those needs that, in the opinion of administrative officials, should be met even if enrollments were stabilized at the present level in the institution. The questions were based on the idea that, before consideration is given to the expansions that will be needed to serve the rapidly expanding enrollment of the next fifteen or twenty years, the institution should inventory the deficiencies in its facilities for service to the present enrollment. In other words, if enrollment is to double, it is not just a doubling of present facilities that is needed. First of all the existing program must be brought up to a standard that is deemed defensible by the officials of the institution. If enrollment is to be doubled, the present resources plus the resources needed to bring them up to a desirable standard should be doubled, if the service to the expanded enrollment is to be of the desired quality.

The idea may be expressed in mathematical terms. If "x" stands for the present resources of the institution and enrollment is to double, the total resources the institution will need is not represented by "2x." Another factor must be introduced, which may be called "y," representing the improvement needed in the present facilities to bring them up to the desired level. Thus the total resources needed to serve a doubled enrollment would be represented by $2(x+y)$.

The questions about needs for additional resources were organized into four groups. The first dealt with the additional faculty members needed. The second was concerned with additional funds needed for current educational and general purposes and for scholarships. The third asked about funds needed for liquidation of indebtedness. The final series of questions related to the needs for improvement and extension of the physical plant. The ideas of the institutional officials in Michigan on each of these points will be discussed in the following sections of this chapter.

Additional Faculty Members Needed

In each of the institutions visited the chief administrative officer was asked about the number of additional faculty members considered desirable in order to serve well the present enrollment. The responses, in general, were reports of the number of faculty positions that were unfilled at the time because of inability to find well qualified personnel or because of insufficient funds to pay the additional salaries.

In the State-controlled institutions the question about the number of additional faculty members needed to serve well the present enrollment was not asked of the chief executive officers of the three largest universities. The president of a large university normally would not be expected to have such information, and the time available for the Survey visit did not permit the collection of the ideas of the various deans and directors of the individual schools and colleges in each of the universities. At Michigan State University and at Wayne State University, comments were made by the administrative officers that, as the programs at the graduate level develop, the number of students per faculty member will probably have to be reduced, necessitating a larger number of faculty members for the same number of students as at present. At the University of Michigan comment was made that the further development of research programs would require more faculty members, even without an appreciable increase in numbers of students.

Two of the State-controlled institutions, Eastern Michigan College and the Sault Ste. Marie Branch of Michigan College of Mining and Technology, reported no need for any additional faculty members to serve their present enrollments. The other institutions (excluding Michigan State University, the University of Michigan, and Wayne State University) reported needs for 145 additional faculty members to serve their present enrollments. Data presented in Staff Study No. 6 of the Survey Series[1] would raise considerable question about the validity of the estimates of needs for additional faculty members in some of the institutions. The data presented in Staff Study No. 6 on student-credit-hour production per faculty member show a relatively high rate of production in Central Michigan College, Ferris Institute, and Western Michigan University, and possibly some additions to the teaching staff would be justified in those institutions for service to the present enrollment. There would be further justification for some additions to the faculty at Western Michigan University, because this institution is in the process of moving into university status and needs to develop its graduate program. At Michigan College of Mining and Technology (Houghton) and at Northern Michigan College it is doubtful that additions to the present instructional facilities could be justified except on the basis of an increased enrollment.

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[1] John Dale Russell, John X. Jamrich, and Orvin T. Richardson, Instructional Programs in Michigan Institutions of Higher Education. Staff Study No. 6, the Survey of Higher Education in Michigan. Prepared for the Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. March, 1958.

Nine of the fourteen community colleges that were in operation in 1956-57 reported no additional faculty members needed for service to the enrollments of that year. The other five reported needs totalling 27 additional instructors. In most of these community colleges the need was for only one or two additional faculty members. Northwestern Michigan College at Traverse City reported a need for four additional instructors, and Highland Park Junior College expressed a need for 20 more faculty members. These two institutions have student-faculty ratios higher than all but one of the other Michigan community colleges, and possibly are justified in thinking they need some additions to their teaching staffs. In both cases, however, it is the judgment of the Director of the Survey that the number of additional faculty members deemed desirable by the institutional administration is larger than can be justified except on the basis of further enrollment increases.

The twenty-three privately controlled institutions that were visited reported needs for a total of 66 additional faculty members to serve well their present enrollments. About half of the privately controlled colleges reported that they do not need any more faculty members. Most of the others reported only modest needs for one, two, or three more instructors. In view of the student-faculty ratios of these institutions, it is the opinion of the Director of the Survey that most of the privately controlled institutions in Michigan should be able to serve well their present enrollments with no increase in faculty members. In three institutions the student-faculty ratios would seem to justify some additions to the instructional staffs. The total number of additional faculty members that seem justified in the privately controlled institutions would not exceed 21 or 22, except as enrollment increases occur.

By way of recapitulation, it would seem that most of the Michigan institutions of higher education were adequately staffed for effective service to their students at the time of the Survey visit. In the group of privately controlled institutions the addition of 22 faculty members might have been justified, in the community colleges there was probably a need for 15 additional instructors. In the State-controlled institutions, excluding the three largest universities, a total of 50 additional faculty members could probably have been justified as needed to serve well the number of students enrolled at the time of the Survey visit. This total, for the State-controlled institutions, neglects the number that might have been needed to staff the developing graduate programs at Michigan State University, Wayne State University, and Western Michigan University, and the research program at the University of Michigan. The increases that seem justified, in institutions in Michigan other than these State universities, amount to only about one per cent of the total number of faculty members in service. The conclusion is that, for the most part, the institutions of higher education in Michigan have a sufficient number of faculty members to serve well their present enrollments.

Additional Supporting Income

The administrative officials of the institutions were asked concerning their needs for additional supporting income, under each of four categories: (1) for the improvement of salaries of present faculty members; (2) for salaries of additional faculty members needed to serve well the present enrollment; (3) for educational and general purposes other than faculty salaries; and (4) for additional scholarships. Table 5 summarizes the responses from each of the three types of institutions for each of the four categories of needs for additional supporting funds.

In the interviews at the institutions the Director of the Survey was impressed by the seriousness with which the estimates of financial needs were given. The administrative officials, in general, seemed to have given careful thought to the problem of justifying their estimates of needs for additional supporting income. Their responses were not in terms of dreams about "pie in the sky" but were, in most instances, a rather modest estimate of the additional funds they could wisely use in their respective institutions to serve the present enrollments. Table 5 shows that the grand total of additional funds for the current educational and general purposes would amount to only $16,500,579. This would be an increase of only 13 per cent over the current rate of annual expenditures for educational and general purposes in the State. The $725,550, which the institutional officials believe they could wisely use for additional scholarships, would represent an increase of only 23 per cent in the total amount of awards at present made annually. Anyone who has had experience with the awarding of scholarships would recognize that the amount available for such grants could readily be increased by one-fourth without meeting the needs of all worthy students who deserve scholarship aid.

Table 5. Additional Supporting Funds Reported as Needed by Each of Three Groups of Michigan Institutions of Higher Education.

Purpose of Additional Expenditure	State-controlled Institutions	Privately Controlled Institutions	Community Colleges	Totals
Improvement of Faculty Salaries	$ 4,209,356	$ 786,100	$ 108,000	$ 5,103,456
Salaries of Additional Faculty Members	2,380,000	378,500	204,000	2,962,500
Other Educational and General Purposes	6,889,623	1,014,000	531,000	8,434,623
Total Educational and General Purposes	$13,478,979	$2,178,600	$ 843,000	$16,500,579
Scholarships	348,500	341,800	35,250	725,550
Total Additional Funds Needed for Current Purposes	$13,827,479	$2,520,400	$ 878,250	$17,226,129

Attention has been called in another Staff Study in the Survey Series[2] to the great need for improvement of faculty salaries, in order that the institutions may continue to attract and retain competent personnel for their teaching staffs. Considerable interest therefore attaches to the estimates made by the institutional officials of the amount of additional funds they would like to have for the improvement of faculty salaries. Staff Study No. 10 showed that the average faculty salary in the State-controlled institutions[3] in the fall term of 1957 was $7,386. The estimates reported in Table 5, some of which were made in the spring of 1957, indicate that the officials of the State-controlled institutions would like to have additional funds amounting to $4,209,356 for the improvement of faculty salaries. This would permit an average increase of $859 or 11.6 per cent, and would bring the average salary in the State-controlled institutions up to $8,245. This is certainly not an unreasonable goal in the light of modern conditions. In fact, it is probably too low an objective, for many leaders in American life have suggested that faculty salaries need to be at least doubled in order to provide a fair and reasonable compensation for well qualified members of college and university faculties.

In half the community colleges in Michigan the administrative officials saw no need, at the time of the Survey visit, for any improvement in faculty salaries. The salary scale in many of the community colleges is tied completely to the salary scale for teachers in the local public school system. The administrators of the community colleges in such cases saw no hope of any substantial improvement in the salaries of their faculty members except as some general improvement takes place in the salaries of public school teachers. Even if some generous donor or tax-appropriating body should supply funds to improve faculty salaries in the community colleges, most of them would be unable to use the funds except as corresponding increases could be made for all teachers in the public school system with which the college is connected. The Director of the Survey would express serious misgivings about this situation. While the general level of salaries for community college teachers in Michigan is at present fairly good, there should be sufficient flexibility in the use of funds so that these institutions can keep their salaries moving upward, parallel to the trend in State-controlled colleges and universities throughout the country. Otherwise the community colleges will shortly begin to lose out in the competition for new faculty members of high qualifications. In some cases in Michigan the local salary scale for public school teachers has been stretched considerably to permit the community college to attract the kind of teaching talent it needs.

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[2] John X. Jamrich, Faculties of the Michigan Institutions of Higher Education. Staff Study No. 10, the Survey of Higher Education in Michigan. Prepared for the Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. June, 1958.

[3] Ibid.

The data of Table 5 indicate that the community colleges in Michigan reported a need for only $108,000 for additional faculty salaries. This would amount to an average increase of only $282 per faculty member, or about 4.5 per cent on the average salary actually in effect in the fall term of 1957. This is indeed an overly modest estimate of the salary requirements necessary to attract and retain competent instructors in these times.

Attention has already been called, in Staff Study[4] No. 10 and in Chapter II of this Staff Study, to the relatively low average faculty salaries in the privately controlled institutions of higher education in Michigan. Table 5 presents evidence to indicate that the administrative officials of most of the privately controlled colleges are aware to some extent of this situation. But the degree of concern for improvement of faculty salaries is disappointing and indicates an inadequate realization of the level of salaries that would be suitable for the well qualified faculty members in the privately controlled institutions. In the twenty-three institutions from which estimates were obtained, the opinions of administrators concerning the amounts needed for improvement of faculty salaries yield a total figure of $786,100. This would be an average increase of only $551 per faculty member in the twenty-three institutions, or about 11 per cent, and would bring the figure for average salary up to $5,194. This seems far too low a goal to set for the needed improvement in faculty salaries in the privately controlled institutions in Michigan.

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[4] Ibid.

The data concerning the estimates of needed improvement in faculty salaries in the privately controlled institutions of higher education in Michigan are shown in graphic form in Figure 2. This figure shows for each of fourteen privately controlled colleges in Michigan the present faculty salary (heavy bar), and the amount to which the administration of the college believes the average salary should be raised (top of the column). The graph omits the institutions sponsored by the Roman Catholic Church and its teaching orders, because so many of the faculty members of these institutions serve on a contributed-service-basis without salary. For reference, the graph shows the present average faculty salary in the State-controlled institutions of higher education in Michigan as a dotted horizontal line.

In interpreting Figure 2 it should be remembered that the officials of the State-controlled institutions have in mind the necessity of substantial increases in salaries beyond the level shown. Only one of the privately controlled institutions for which data are shown, if it had all the money its administration thinks desirable for increases in faculty salaries, would come at all close to the present average salary level in the State-controlled institutions. In all the other privately

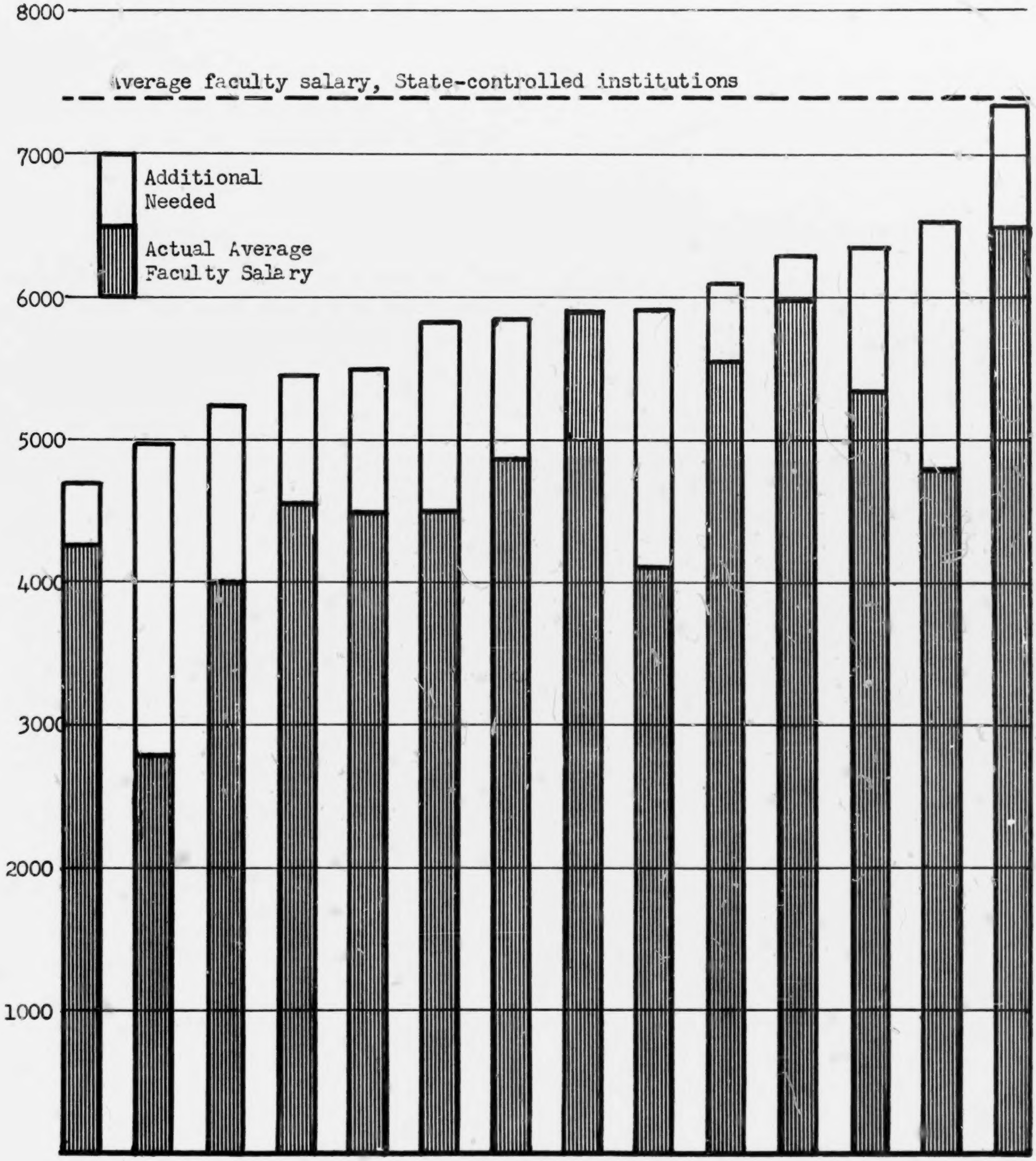

Figure 2. Average salary of faculty members, and amount to which each of the institutional officials would like to see the average extended, for fourteen privately controlled, non-Catholic institutions of higher education in Michigan. (Institutions arranged in order of proposed average salary. Dotted line shows the average faculty salary in State-controlled institutions of higher education in Michigan.)

controlled institutions, the estimates of additional funds needed for improvement of faculty salaries would permit an increase in average faculty salaries only to a point far short of the level already attained in the State-controlled institutions. In most cases the estimates for the privately controlled institutions would yield average faculty salaries below the average salary level already attained in the community colleges of Michigan.

It is recognized, on the one hand, that many capable scholars will in the future, as heretofore, prefer to serve in the privately controlled colleges rather than in institutions under public control, even at some sacrifice in salary. Certain compensations and "fringe benefits" may be available in the privately controlled institutions that cannot be matched in those under public control. On the other hand, in the long run the quality of personnel that can be attracted to the faculty of an institution is to a large extent determined by the salaries that can be paid. Some capable men and women, disregarding the salary sacrifice they are making, are willing to devote their lives to service in a privately controlled college, particularly a church-related one, but the number of such persons is probably not large enough to staff the institutions of this kind completely. The other faculty members in such colleges must be attracted in competition with institutions that pay a standard rate of salaries, and the college that cannot meet this competition is very likely to attract only the less capable applicants, particularly in a time when well qualified persons for faculty positions are in short supply.

Shortage of funds has always been given as the reason for relatively low faculty salaries in the privately controlled and church-related colleges. The data of Table 5 and Figure 2 suggest an additional explanation. It seems probable that the administrative officials of these institutions, long accustomed to operating with inadequate financial support, have set their sights too low in asking their constituencies, alumni, and friends for the funds that are needed to carry on an effective college program under modern conditions. The fact that so many of the officials of the Michigan institutions could suggest no larger needs than they did for additional salaries for faculty members, as shown in Figure 2, suggests a limited vision regarding the requirements for suitable salaries for competent professors.

The data presented here should not be considered a criticism of the privately controlled institutions of higher education in Michigan. The purpose of the presentation is rather to encourage every effort by the responsible officials of these institutions to obtain the necessary supporting funds, so that salaries may be paid their faculty members on a basis commensurate with the trends in other institutions in the State and throughout the country. No one would expect the salaries of college faculty members to be set at a level high enough to enable them to accumulate substantial fortunes during their lifetimes, but the compensation should be sufficient to permit a comfortable standard of living for a scholar, and to attract into college teaching the kind of high-level talent that is needed. Improvement of this sort is needed in faculty salaries in the privately controlled institutions if they are to continue the maintenance of strong and effective instructional programs for their students.

Liquidation of Indebtedness

In addition to the needs for funds for the support of the current operating program, inquiry was made about the possible need for funds to liquidate indebtedness in each of the Michigan institutions visited. The inquiry was concerned only with indebtedness for which the institution has no source of income for the payment of principal and interest. Excluded from the inquiry were bond issues for dormitories, student unions, and other self-liquidating projects, for which the annual debt-service charges are being met by income from the operation of the facilities. Bond issues of local school districts supported by tax levies are not classified as indebtedness of the kind here considered.

None of the State-controlled institutions of higher education has any indebtedness except for self-liquidating projects. The only one of the community colleges with any indebtedness of the kind here considered is Northwestern Michigan College at Traverse City, which reported $12,000 owed on its land and an indebtedness of $65,000 to the public school system by reason of accumulated deficits in the first years of the institution's operation.

Of the twenty-three privately controlled institutions that were visited, sixteen have no indebtedness of the kind under consideration. Three of the institutions reported that they have borrowed from their own endowment funds, in amounts, respectively, of $375,000, $264,051, and $40,000, or a total borrowing from endowment funds of $679,051. The four remaining institutions in the privately controlled group reported indebtedness to outside agencies, respectively, of $1,200,000, $864,000, $100,000, and $15,146, or a total indebtedness to outside agencies of $2,179,146. In the interest of future solvency, the liquidation of the indebtedness in these institutions should be a first claim on funds received by gifts that are not otherwise designated. The institutions that have borrowed from their own endowment funds should seek resources to replace these borrowings at the earliest opportunity, in order to keep full faith with the donors who originally provided the endowments. A total of almost $3,000,000 will be required by these seven privately controlled institutions in Michigan to liquidate their indebtedness to outside agencies and to their own endowment funds. It is most important for these seven institutions to make vigorous efforts to raise the funds that will rid them of the burden of the indebtedness they are carrying.

Two of the privately controlled institutions that were visited, which do not now have an indebtedness, reported plans for academic plant construction that will have to be financed by borrowing. Such a step should normally be undertaken most reluctantly, and only after full assurance that the funds for paying off the debt will shortly be made available. Most institutions in the past have found it easier and wiser to raise the money for new non-income-producing plant units before starting the construction of such buildings, than to raise the money to pay off an indebtedness after the plant facilities have been constructed and put into operation.

Building Facilities Needed

The final area in which institutional officials, interviewed in the course of the Survey visits, were asked to indicate their needs for additional facilities was the physical plant. The inquiry specifically sought the ideas of the administrative officials of each college regarding the number of additional classrooms, science laboratory rooms, other instructional rooms, and faculty offices needed, as well as the number of square feet of additional library space needed. Inquiry was also made concerning the needs for additional dormitory space and married student housing, and for other miscellaneous sorts of plant facilities. Effort was made to get an estimate of the probable cost of the additional plant facilities, but most of the institutional officials found it difficult to put a dollar value on all their estimated needs for plant developments. Practically all of them, however, reported needs for additions to their physical plants and in many cases definite plans have been drawn for new buildings.

Utilization Studies

Inquiry was made in each institution as to whether any studies of the utilization of present facilities had been conducted. Michigan State University is apparently the only State-controlled institution that had made such a study prior to the present Survey. The officials in some of the community colleges reported that space utilization studies had been made, but in the cases in which these studies could be examined they turned out to be only the usual schedules of classes and classrooms, with no summarization or analysis of the data such as would be found in an adequate space utilization survey. A similar situation was found in a few of the privately controlled institutions that reported they had made space utilization studies. In one of the privately controlled institutions, however, it was reported that the findings of a space utilization survey indicated that the college could handle double its present enrollment with no increase in its academic plant facilities. This sort of finding is frequently the outcome of a space utilization survey, especially in an institution of small enrollment.

As a part of the Survey of higher education in Michigan, an intensive analysis was made of the utilization of general classrooms and teaching laboratories in all the publicly controlled institutions. The privately controlled institutions were invited to participate on a voluntary basis, but only twelve were sufficiently interested to provide data for the analysis. The findings of that study are reported in Staff Study No. 9 of the Survey Series.[5] In general, the findings in that study lend little support to the idea that the institutions of higher education in Michigan need more classrooms and laboratories to serve well their present enrollments

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[5] John Dale Russell and John X. Jamrich, Space Utilization and Value of Physical Plants in Michigan Institutions of Higher Education. Staff Study No. 9, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. June, 1958.

It is true that the State-controlled institutions in Michigan utilize their academic space much more intensively than similar institutions throughout the country, but adjustments in the scheduling of classes should permit the accommodation of more students without corresponding increases in academic space in practically all the Michigan institutions for which data were analyzed in Staff Study No. 9. Some of the institutions do need modern classrooms and laboratories to replace unsuitable space in temporary buildings or in some of the older, obsolete buildings, but this would not necessarily involve any actual increase in the floor area used for academic purposes if the unsuitable buildings are razed or used for non-academic purposes.

Classrooms and Laboratories

In response to the inquiry made at the time of the Survey visit, only four of the State-controlled institutions reported any need for additional classrooms and laboratory rooms to serve well their present enrollments. The total needs reported in the State-controlled institutions was for 57 additional classrooms and for 29 additional rooms for laboratory purposes. As indicated above, the findings in Staff Study No. 9 would indicate that these needs are not imperative.

Only five of the twenty-three privately controlled institutions that were visited reported a need for additional classrooms. The needs that were reported total 48 additional classrooms. Only three of the five institutions reporting such needs participated in the study of space utilization reported in Staff Study No. 9. The findings reported in that study would throw considerable doubt on the urgency of the need for additional classrooms in those institutions. Seven of the privately controlled institutions indicate a need for additional science laboratory rooms, to the total number of 26.

Six of the community colleges reported needs for additional classrooms and laboratory rooms. The reported needs totalled 36 classrooms and 17 laboratory rooms. In some of the community colleges that have their own plants the estimates of needs for additional academic space scarcely seem justified by present enrollments, though the rapid increases in enrollments in these institutions will doubtless require more space in the near future. In the community colleges that share the use of rooms with other units of a local public school system, it is very difficult to estimate the need for additional academic space. Most of these institutions operate under rather crowded conditions, but the need is not so much for more space as it is for sufficient space under the direct control of the college so that it can manage its own instructional program economically. The development of a physical plant devoted solely to the program of the community college, such as is under way now in several situations in Michigan, seems a wise solution of the problem.

Other Instructional Facilities

The general needs of the State-controlled institutions of higher education in Michigan for new plant facilities are discussed in Staff Study No. 4 in the Survey Series.[6] A considerable part of the needs reported in that Study are for permanent buildings to replace temporary and obsolete structures still in service at the institutions. Michigan State University has the largest extent of academic floor space in temporary buildings found in any of the institutions, and the replacement of these structures by permanent buildings is a high priority need. There is also need for the replacement of some temporary buildings used for classroom and laboratory purposes at Western Michigan University. There is need for replacement of outworn and obsolete permanent buildings at Eastern Michigan College, Michigan College of Mining and Technology, and the University of Michigan. Each of the State-controlled institutions has some plant needs that should be met to serve effectively the present enrollments. Inasmuch as these needs have been discussed fully and in specific terms in Staff Study No. 4, they will not be recapitulated here.

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[6] Earl W. Anderson and Elden B. Sessions, Physical Plant Needs in the State-controlled Institutions of Higher Education in Michigan. Staff Study No. 4, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. January, 1958

Some of the community colleges are planning the construction of complete new plants. One such construction project, at Alpena Community College, was under way at the time of the Survey visit. Many of the community colleges are inadequately housed in old buildings, owned by the local school system, which formerly were occupied by an elementary or high school. Many of the community colleges share the use of one or more buildings with the local high school or with an elementary school. No attempt was made in the Survey visits to appraise completely the needs of the community colleges for additional academic facilities. It is apparent that, if the rapid increases in enrollments continue, as seems almost certain, the provision of adequate plant space for the community colleges will constitute a pressing problem.

The privately controlled institutions that were visited did not report needs for much additional academic space, other than for classroom and laboratory purposes. In two or three of these colleges additional facilities are needed for instruction in art, music, or dramatics. One of the colleges reports the need for a large lecture room.

Faculty Offices

Adequate and suitable facilities for faculty offices are lacking in practically all the institutions visited. The ideal arrangement is to have a private office room for each member of the faculty. Very few of the Michigan institutions that were visited meet this standard. Information on the availability of faculty offices was not collected from the three largest State universities, though at all of them the need was expressed for more such facilities than they now have. Eastern Michigan College and the Sault Ste. Marie Branch of the Michigan College of Mining and Technology are the only State-controlled institutions reporting that they have adequate facilities for faculty offices. The other State-controlled institutions, excluding the three largest State universities, report a need for a total of 440 faculty office rooms. The privately controlled institutions that were visited report a need for a total of 463 additional faculty offices. The community colleges in Michigan recognize a need for 234 additional faculty office rooms. For the entire State, excluding the three largest State universities, the needs for additional faculty offices total 1,137.

The room for a faculty office does not need to be larger than 100 to 125 square feet in floor area. The most important provision is for privacy. The housing of two or more faculty members in a single office decreases greatly the value of the provision, though such an arrangement is better than for the faculty member to be without any office at all. The faculty office should be equipped with suitable furniture, including an executive-type desk, a comfortable chair, two or three chairs for visitors, bookshelves, a typewriter and stand, and good lighting and ventilation. In the fields of science and technology a small private laboratory is necessary for each faculty member, and this can also serve the faculty member as an office.

Probably no other plant facility that the institution provides, other than classrooms, laboratories, and libraries, can contribute as much to the effectiveness of the instructional program as an adequate and suitable private office for each faculty member. The office should provide a place where the faculty member can hold conferences with his students, where he can make preparation for his classes, and where he can carry on his scholarly research, writing, and other activities usually associated with an academic program of high quality.

Libraries

Most of the State-controlled institutions of higher education in Michigan are well provided with library buildings. At several of these institutions the library is housed in one of the newest buildings on the campus. The new buildings seem well designed for library purposes. The only State-controlled institution in which there is an outstanding need for better housing for the library is Michigan College of Mining and Technology at Houghton. The construction of a new library building at that institution is a high-priority need. Ferris Institute reports the need for 3,820 square feet of additional library space for service to its present enrollment. In Staff Study No. 4 of the Survey Series[7] the suggestion was made that this need should be met by taking over space now occupied by administrative offices, when a new administration and classroom building is constructed at Ferris Institute.

Approximately half the privately controlled institutions that were visited report a need for additional library space. At least one of the institutions is planning a complete new library building in the near future. In a few cases the needs for additional library space will be met by constructing a new building to house other activities now located in the library building, so that space can be turned back for use by the library as originally intended. The total needs for additional library space in the privately controlled institutions that were visited amount to 109,986 square feet of floor area.

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[7] Ibid.

Many of the community colleges in Michigan have inadequate library facilities. This is especially true in the cases in which the community college shares the use of a library with the local high school. Where new plants are being built, as at Alpena Community College, or where planning is going on for new plants as at several of the other community colleges, provisions for library facilities are being included. The community colleges that were visited report a total of 77,800 square feet of floor area as needed for additional library space to serve well their present enrollments. Inasmuch as these institutions are, for the most part, rapidly increasing in enrollment, the provision of adequate library facilities is becoming most urgent.

Student Housing

Inquiry was made at each of the institutions visited concerning the needs for additional dormitories for students and apartments for married students, to meet the needs of the present enrollment. Among the State-controlled institutions, Eastern Michigan College, Ferris Institute, Michigan State University, the Sault Ste. Marie Branch of the Michigan College of Mining and Technology, and Western Michigan University report that the dormitory facilities available at the time of the Survey visit, including the new construction under way, were adequate to meet the needs of the students enrolled at that time. Opportunity to discuss this problem did not present itself during the visit to the University of Michigan, so no estimate is made here regarding the additional dormitory needs of that institution. At the other State-controlled institutions the reports indicate a need for a total of 1,144 additional dormitory beds.

The needs for apartments for married students were also discussed during the Survey visits, except, as noted above, at the University of Michigan. Eastern

Michigan College and Ferris Institute report that present facilities and those under construction will adequately meet the needs of the present enrollment for married-student housing. The other State-controlled institutions all indicate a need for more married-student housing, the totals amounting to 1,302 additional apartments. It seems clear that married students will continue to be a substantial part of the enrollment of practically every degree-granting institution in the future, and the institutions that offer graduate work will have particularly heavy needs for apartments for married students.

In the past, dormitories and apartments for students have been constructed almost entirely on a self-liquidating basis in the State-controlled institutions. Funds for such construction can be borrowed by bonding against the pledge of net income from the operation of the facilities, to meet annual payments of principal and interest. A large-scale Federal program has made funds available for the construction of student housing on long term loans at relatively low interest rates. The rising costs of construction in the past few years, however, have made it increasingly difficult to finance the construction of dormitories and apartments for students on a completely self-liquidating basis.

It seems entirely justifiable to expect some use of public funds for dormitory construction in State-controlled institutions, as a means of partially equalizing the opportunities for college attendance by students who cannot live at home while in college. Even with the widest possible local distribution of institutions such as community colleges, there will always be a substantial number of capable young people who cannot be served effectively by an institution near their homes. It would seem that the State has an obligation to make it just as possible for such students to get a college education as for students who live in the vicinity of one of the State-controlled institutions. This obligation probably does not deserve as high a priority as the needs for an adequate academic plant or for sufficient current operating funds to permit the offering of an instructional program of good quality in every institution under State control. But after such needs are met, the State might well consider plans to participate in the financing of needed housing facilities for students at the State-controlled institutions.

Sixteen of the twenty-three privately controlled institutions that were visited report no needs for additional dormitory beds, beyond the facilities at present in service or under construction. The seven institutions which reported a need for additional dormitory facilities would require 1,090 additional beds to meet the needs of their present enrollments. Most of the privately controlled colleges and universities either already have sufficient housing for married students or find sufficient facilities of that sort available in their local communities. Five of these institutions, however, report needs for a total of 215 additional apartments for married student housing.

Community colleges normally have no need for student housing, because they are set up to serve a local constituency and their students practically all live at home. Only one of the community colleges in Michigan expressed a need for dormitory facilities. This need was mentioned at Northwestern Michigan College at Traverse City, where it was indicated that dormitory accommodations for 20 students would be useful. This community college is set up to serve more than one county, in an area where there are no other institutions of higher education within approximately 100 miles. The sparseness of the population in much of the northern part of the Lower Peninsula makes it necessary for most young people to leave their homes in order to attend college. In such circumstances the maintenance of limited dormitory facilities seems justified.

Other Plant Needs

In addition to the needs for more academic buildings and student housing, most of the institutions in Michigan report some needs for other kinds of plant facilities. The needs in this respect at the State-controlled institutions were reviewed thoroughly in Staff Study No. 4 of the Survey Series[8] and need not be repeated here.

Almost all the privately controlled institutions in Michigan either have some building construction under way or are definitely planning extensions and improvements of their plants. The facilities most frequently mentioned under categories other than academic buildings and student housing are auditoriums and gymnasiums, the latter including a student health center at one of the institutions. One of the privately controlled colleges also reports a need for additional land to extend its campus. An attempt was made to get an estimate of the total capital outlay funds that would be involved in the needed plant expansions at the privately controlled institutions, but the plans were not far enough along in most cases to report a dollar value on the construction that is needed.

The community colleges in Michigan, as previously indicated, have considerable need for additional plant facilities. A complete new plant was under construction at Alpena Community College at the time of the Survey visit. Bay City Junior College had a new gymnasium under construction. Bay City Junior College at present occupies badly crowded quarters in a building shared with the local high school, but presumably this situation will be remedied in the near future by the development of the newly approved Tri-County Community College, of which the Bay City area will be a part, with a new building on a site centrally located for service to students in Bay, Saginaw, and Midland Counties.

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[8] Ibid.

Since the date of the Survey visit to Henry Ford Community College the voters of Dearborn have approved a bond issue to build a completely new plant for that institution, on a site adjacent to the new branch of the University of Michigan that is under development in Dearborn. This provision should do much to provide excellent facilities for the further rapid growth of Henry Ford Community College.

Highland Park Junior College has the use of one wing of the high-school building and shares the use of certain other parts of the building. At the time of the Survey visit a bond issue was under consideration, for the contruction of new buildings for the school district. Construction of the proposed new school buildings would permit the Junior College to occupy the entire building now used by the high school. Unfortunately the voters did not approve the bond issue. Eventually Highland Park Junior College will have to be provided with suitable plant facilities, particularly if it continues to attract as many students from outside the district as it has in the past.

A critical problem of plant space also was found at South Macomb Community College, a relatively young institution that now has only the use of classrooms and laboratories in a high-school building in the after-school and evening hours. At the time of the Survey visit, the authorities of the area were contemplating a bond issue that would provide housing for the community college, but these plans have been delayed pending decisions about the possible consolidation of some of the local school districts in the area.

A bond issue recently voted by the citizens of Jackson will permit the beginning of a new plant development for Jackson Junior College. This will afford a much needed relief to the present situation, for the Junior College is housed in several different buildings, some of them temporary, and others available only on a shared-used basis with other units of the local public school system.

The Community College and Technical Institute at Benton Harbor has been planning a new plant on a new site. The citizens of Benton Harbor have recently voted a bond issue that will permit the development of these new plant facilities. The present plant space occupied by this institution is anything but adequate, and the new plant should permit an improved level of service to the young people of the area.

Plans have been under way for the development of a new plant for Muskegon Community College and a new site has been purchased. The plans are held up temporarily pending decisions about the enlargement of the district serving as a basis for the Muskegon Community College.

Flint Junior College is located in a new building on a large site, excellently situated to take advantage of opportunities for coordination with the programs of the Community Cultural Center and the newly established branch (upper division courses only) of the University of Michigan. The new buildings at Flint Junior College are pleasing to the eye, but unfortunately are not as well designed as they might be to serve the needs of a community college. Storage space is lacking for instructional equipment and the provision for faculty offices is wholly inadequate.

Northwestern Michigan College at Traverse City is a relatively young institution. It has developed its plant on a new site in a suburban area of the city. At the time of the Survey visit a new building was under construction which, together with the existing building, should provide adequately for the plant needs of the institution for the present enrollment.

Port Huron Junior College, at the time of the Survey visit, had recently moved into the building formerly occupied by the city high school. The building is well adapted to the purposes of the community college and affords ample space for a considerable development of the institution.

Gogebic Community College is one of the smallest institutions of its type in Michigan. It has no plant facilities of its own but shares space in the high-school building at Ironwood. The authorities of Gogebic Community College are probably wise in waiting to see how enrollments develop before proceeding with plans for new plant facilities.

Battle Creek Community College is the youngest of the fourteen community colleges that were in operation at the time of the Survey visits. It has a small two-story building of its own, an old brick structure that has survived many changes of function. The College also shares space in a nearby high school and a junior high-school building. Parking space is one of the serious problems at Battle Creek Community College.

Grand Rapids Junior College is the oldest institution of its kind in Michigan and one of the oldest junior colleges in the United States, dating its origin from 1914. It has a well designed six-story building of its own in the central part of the city and also occupies space in certain other buildings. There seems to be no immediately pressing need for further plant developments at Grand Rapids Junior College.

Summary of Plant Needs

By way of summary it may be noted that almost all the Michigan institutions report some needs for plant improvements and extensions to serve well their present enrollments. Even with improved utilization of the present classroom and laboratory space, considerable additions will be required to the physical plants of many of the institutions to enable them to provide effective service for the number of students at present enrolled. Expansions in enrollments that are almost certain to occur in the future will probably require additions to the plants in almost the same proportion as the numbers of additional students served. To provide needed improvements in the present plants and to care for the rapidly expanding enrollments in the near future, will require large amounts of capital outlay purposes in the Michigan institutions of higher education.

CHAPTER IV

PLANS OF THE INSTITUTIONS FOR FUTURE DEVELOPMENT

One of the specific purposes of the interviews with institutional officials on the occasion of the Survey visits was to make inquiry about the extent and nature of the planning under way for developments during the next ten or fifteen years. The inquiry was directed along four lines: (1) the organization, if any, for planning the future development of the institution; (2) ideas of the leaders in each institution about the maximum to which its enrollment should be allowed to expand; (3) an estimate of the probable enrollment in the institution in 1965 and in 1970; and (4) opinions about the sources of support from which the institution would expect to derive its income for the maintenance of the expanded program of the next decade or two. The responses obtained from the institutional officials to each of these four lines of questions are reported in this chapter.

Organization for Planning

All the State-controlled institutions of higher education in Michigan report that active work is going on in planning for future development. The agencies in charge of the planning at the various institutions are, in general, closely connected with the central administration. For example, at Michigan College of Mining and Technology the planning for future development is going on under the direction of a committee of the Board of Control. Faculty committees have been meeting weekly to consider the details of the plans. At Ferris Institute the

President personally directs the planning operation. At Central Michigan College, Eastern Michigan College, Northern Michigan College, and the University of Michigan an administrative group, under various designations such as administrative council or policy council, directs the planning. At Michigan State University the planning seems to be a somewhat diffused operation, with many segments of the University administrative organization participating. At Wayne State University the planning has been largely directed by the President and the Vice President. In Western Michigan University an administration-faculty committee is in charge of the planning.

It is perhaps worthy of comment that only at Michigan College of Mining and Technology and at Western Michigan University was there specific mention of faculty participation in the planning for future institutional developments. At Western Michigan University the faculty involvement seems to have been particularly extensive, for a questionnaire has been sent to each department head asking for a projection of the department's needs for a number of years ahead. Doubtless there is more involvement of faculty members in the planning activity at the other State-controlled institutions than was learned about in the interviews. It would seem especially desirable, in the development of long range plans, for each of the State institutions to have personnel drawn from and representative of the diverse interests of the faculty members participate extensively in charting the desired future course for the institution.

The active planning for future developments that is going on in each of the State-controlled institutions takes several different forms. This would be expected because of the differing circumstances of the institutions. At Ferris Institute, for example, the rapid growth of enrollments in the past few years since it became State-controlled, and after the almost complete destruction of the old plant by fire, has made it necessary to center attention in planning very largely on physical plant development. Large acreages of adjacent land have been purchased for the extension of the campus, and many new buildings have been planned and constructed.

Wayne State University has also been occupied chiefly with the problem of planning what will be almost a completely new plant, since it became a State institution some three years ago. The planning at Wayne State University has been done in conjunction with city officials, for it has involved the condemnation of much existing privately-owned property, the removal of old buildings from the city blocks that have been purchased, the closing or relocation of city streets, and, in general, a drastic rehabilitation of the large area of the city that is to be the future campus of the University. Much of the work involved in this planning has gone on under the direction of the Vice President and Provost. A consulting architect has been employed to guide the development of building and site plans, to assure that a well arranged and pleasing campus will result.

Eastern Michigan College has also retained a firm of architects for campus planning. The plans are being developed in stages to correspond with the expected growth in enrollments at the College. The planning at Eastern Michigan College is under the direction of the general policy council, guided by the Director of College Planning and Development.

At Northern Michigan College the new administration has centered its planning efforts largely on the problem of providing good service to the young people of the Upper Peninsula. Contacts have been established with leaders in the local school systems of the area, to encourage college attendance by capable high school graduates. Effective relations are also being developed with civic and industrial leaders in the Upper Peninsula with a view to the adaptation of the institution's program to the needs of the area.

At the University of Michigan much thoughtful planning has gone into the development of the additional campus area north of the Huron River. This development opens up great opportunities that were not possible of realization in the hemmed-in area of the campus in downtown Ann Arbor, and will constitute an important enlargement of the institution's services, particularly in certain research fields. The University of Michigan has also done planning on the development of new branches, particularly the one already established at Flint, and also the one in Dearborn for which a large gift of funds has been received.

Planning at Michigan State University has involved much thought about needed campus developments. The educational program, particularly in the Basic College, has been studied in an effort to develop sound instructional procedures. Michigan State University has also given attention to the possible development of branch centers, and particularly to the one in Oakland County for which a large gift of private funds has been received.

At Central Michigan College the planning has been largely in terms of plant facilities. The extension program and the establishment of local centers throughout the northern part of the Lower Peninsula, has been a development to which much attention has been given in planning the future course for Central Michigan College.

Michigan College of Mining and Technology has given attention, in its planning, both to the instructional and to the research programs. The development of the Branch at Sault Ste. Marie has marked a significant milestone in the history of the College. Consideration has also been given to plant developments on the Houghton campus. The question of site aquisition has been particularly troublesome, and thought has been given to the wisdom of moving the entire campus, now on a restricted site in the residential portion of the city, to a new location on a large tract of undeveloped land, acquired some time ago, at the edge of the city.

Many of the privately controlled institutions in Michigan have also given considerable attention to planning for future developments. In several of the privately controlled institutions visited, however, the officials did not indicate that much significant planning was going on. Much of the planning seems to be of the day-to-day and year-to-year variety, without a long range view of the needs of the institution for the next ten or twenty years. Such planning as was reported seems largely in the hands of the President and the controlling board or a committee of the board. A number of the privately controlled institutions report participation by the faculty in the planning that is going on, and in one case the local chapter of the American Association of University Professors was reported to be assisting actively in the planning. In one of the church-related colleges the highest court of the church group is assisting in the planning for the future development of the institution. In some of the Roman Catholic colleges the religious order that sponsors the institution is in general charge of the planning for future developments.

A number of the privately controlled colleges reported that their planning organization was just getting under way at the time of the Survey visit. In a few cases the planning has progressed to the stage where funds are being sought to carry out some of the developments. One of the strongest church-related colleges in the State has a "ten-year plan" providing a blue-print for its future development. Other institutions have not yet set up a time table for the accomplishment of the objectives in their plans. In still others the details of the plans have not been fully worked out. In one institution that has recently moved to a new plant in a new location, the planning in the past has largely been concentrated on the plant developments, but now a new direction is being given to the planning so that it will be concerned more with curriculums and academic programs than in the past.

In visiting the Michigan institutions, the Director of the Survey was impressed by the active planning under way in many of the colleges sponsored by the Roman Catholic Church and its teaching orders. Several of these institutions are taking a long look ahead in the development of their plans for physical plants and for service to students. The plans seem to be the product of careful thought and of a wide and clear vision about the needs for higher education in the constituencies served in Michigan. The plans are being made in most instances with complete faith that the resources for carrying them out will become available when the need is demonstrated. The Catholic colleges, though operating in complete independence from one another, seem to be motivated by a common desire to improve and expand their services to the young people of the State. The observation of the intelligent planning that is going on in these institutions is a stimulating experience for anyone who is interested in the welfare of higher education in the State and Nation.

The community colleges in Michigan also report a great deal of activity in planning for future developments. For the most part the planning is being carried on under the local boards of education, with leadership by the superintendent of schools and the chief executive officers of the community colleges. The planning in the community colleges seems almost exclusively limited to problems of physical plant development. This is probably natural, particularly in the newer institutions that have been started in makeshift quarters. The rapid growth of enrollments in the community colleges has made it necessary to give first priority to the provision of classrooms and laboratories to house the instructional programs.

Many of the community colleges in Michigan need to be giving some thought to the sort of instructional program that will best serve the needs of their constituencies. Most of these institutions in Michigan have stressed only the usual transfer courses of freshman and sophomore college grade, though in a few notable instances extensive and well organized curriculums are offered in occupational-terminal courses. In the newly organized community college in Lansing an analysis of the needs of the area resulted in an unusual limitation of the curriculum to occupational-terminal courses during the first year of the institution's operation. Programs of this sort could well receive more stress than at present in many of the older, well established community colleges in Michigan. Planning along these lines might well be undertaken by the administrative staff and faculty in many of these institutions.

The planning for future developments that has been described in the preceding paragraphs is being carried on in the individual institutions. The extent of the planning in the individual institutions for their own future development is commendable and gives promise that, by anticipating the problems that will arise in the future, solutions will be found before those problems reach an acute stage.

Although it is gratifying to find such extensive planning under way in the individual institutions of Michigan, there seems to be an extremely important gap in the total picture, for no agency seems particularly concerned with planning on a State-wide basis. Thus, although each of the community colleges is planning its own future development, no agency in Michigan has been given authority to work out plans for the complete coverage of the State with community college facilities, or to outline the kinds of total programs in these institutions that will best serve the needs of the entire State, or to coordinate community college programs with those of other institutions of higher education in the State. It is true that the State Superintendent of Public Instruction must approve each new community college that is organized. Limited service is also available from the staff of the State Department of Public Instruction for giving counsel and advice to local groups that are considering the development of community colleges. But the State Superintendent of Public Instruction and the State Department of Public Instruction have not been given legal authority to carry on the complete planning service that is needed for the proper development of a system of community colleges in Michigan. The State educational agency has been given no funds for this purpose and its limited staff is kept busy with manifold other responsibilities.

At present the problem of getting new community colleges started in locations where they are needed is left entirely to the initiative of the people in the local communities. Some State-wide agency, it would seem, should be working out a master plan for the location of future community colleges, so that the new ones being established will fit into a total plan, instead of being established on a haphazard basis in response, perhaps, to pressures of local groups interested in something other than education as such, in locations that may later prove incompatible with the best service to the area and region.

In the same way each of the State-controlled institutions is planning for its own development -- some critics have used the word "aggrandizement" instead of "development" -- without much regard to the State-wide picture or the interests of other institutions. Considerable effort seems to be going into the development of programs for "branches" and one could easily get the impression that a competitive race is on among the State institutions to pick off the choicest locations -- a competition that also seems fostered by some local interests in various centers over the State. The Michigan Council of State College Presidents and the newly formed Association of Governing Boards would seem to offer promise as agencies that might engage in State-wide planning for higher education, but the accomplishments of these organizations to date do not lead to much hope that the direction of the present institution-centered planning will be changed to a broader outlook on the needs of the State as a whole, an outlook which might result in something that could truthfully be designated as a State system of higher education.

The privately controlled institutions, perhaps, could not be expected to do any concerted planning on a State-wide basis, but there are many problems that would seem capable of solution only when considered from a point of view other than that of the individual institution. For example, the present distribution of privately controlled institutions of higher education would suggest the need for some planning to assure the best possible opportunities to young people in all parts of the State to attend an institution of that type if they desire. Why, for example, should there be no degree-granting, privately controlled institution of higher education in the entire Upper Peninsula? (Suomi College at Hancock offers only a junior college program in liberal arts, plus a graduate theological seminary course.) Why should there be no privately controlled college of any kind in the entire Lower Peninsula north of the diagonal line running from Saginaw Bay, through Alma and Grand Rapids, to Holland? Why should large population centers such as Saginaw, Flint, and Pontiac have no church-related college in or near them? Questions such as these need to be faced and answered by responsible leaders who have at heart the best possible development of privately controlled higher education in Michigan.

It seems clear that Michigan lacks the kind of a central planning agency or agencies for higher education that would promote the best total development in the State of all kinds of institutions -- State-controlled, community colleges, and privately controlled colleges and universities. In this respect Michigan is like most other States in the country, but everywhere the times are crying for leadership that will look on the State, not merely the individual institution, as the unit for effective planning for the best future development of higher education. Indeed, much of the planning now being done in higher education is on a regional basis, embracing a group of several States.

Maximum Enrollments Desired

At each of the institutions visited, the administrative officials were asked their ideas about the maximum enrollment that would be considered desirable at the institution, under any circumstances in the future. In three of the State-controlled institutions the officials expressed the opinion that there should be no arbitrary limit set on the ultimate size to which the enrollment would be permitted to expand in those individual institutions. All the others had some idea of a ceiling beyond which enrollments should not be allowed to expand in their institutions. The ideas about the size of enrollment, at which the ceiling should be set, varied greatly. In two State-controlled institutions the maximum of 35,000 students was thought to be the ultimate limit of enrollment. Another set 20,000 as its limit, another 10,000, another 7,500, and another 3,000. In those cases in which the opinion was expressed that there should be a limit on the ultimate size of enrollment, the figure for that limit was almost perfectly correlated with the present enrollment. In general these limits ranged between two and three times the size of the present enrollment.

Most of the community college officials who were interviewed saw no reason to set any arbitrary limit whatever on the ultimate size of the enrollments in their institutions. In one institution, located in an urban environment, the officials thought the enrollment ought never exceed 2,625 students, and that parallel, new institutions of the community college type should be established in the same city before one community college would expand its enrollment beyond that point. In another community college the superintendent of schools expressed the opinion that the maximum enrollment should be limited to 1,500 for all time in the future; in this same institution the dean was of the opinion that there should be no arbitrary limit on the ultimate size of the enrollment. In one other community college the opinion was expressed that 4,000 students should be the maximum limit for enrollment.

In seven of the twenty-three privately controlled colleges that were visited, the administrative officials expressed the opinion that there should be no upper limit on the number of students attending their institutions at any time in the future. Five of these institutions are at present accredited by the North Central Association of Colleges and Secondary Schools and two are unaccredited by that agency. In the sixteen institutions in which the officials would desire some ultimate upper limit on enrollment, the opinions differed widely as to where this limit should be set. In three cases 500 students was indicated as the upper limit of acceptable enrollment; in two other cases it was 800; four set 1,000 as the limit; limits of 1,200, 1,300, 1,800, 2,000, and 3,000 were each set by one institution; two of the privately controlled institutions set 5,000 as their upper limits of acceptable enrollments.

Two of the privately controlled colleges in Michigan have set their present enrollment as the upper limit, and do not intend ever to admit more students than were attending in 1957-58. In some of the others only a small increase beyond present enrollments will bring the institutions up to the maximum that has been set. But in a number of others the ultimate limit is far beyond the present enrollment, and in some cases the limit is four or more times greater than the number of students attending in 1957-58. In the sixteen privately controlled institutions that reported some upper limit on enrollments, the total of the upper limits is 84 per cent above the actual enrollments of the fall term of 1957. In other words, even among those privately controlled institutions that have an idea of some arbitrary upper limit on enrollments there would be sufficient accommodations, before those limits are reached, for almost double the number of students at present enrolled, provided the applicants distributed themselves properly among these colleges. When consideration is given to the fact that seven of the twenty-three privately controlled institutions reported that they would set no arbitrary upper limit on enrollments, it seems clear that the young people of Michigan will in the future have at least as good an opportunity to attend a privately controlled college as they have at present, even though the number of students going to college more than doubles in the next decade or two.

Probable Enrollments in 1965 and 1970

A further question was asked in each institution as to what the administrative officials estimated the probable enrollment in the institution would be in 1965 and in 1970. An answer to this question, it may be admitted, involves a process something like gazing into a crystal ball. But in many of the institutions considerable thought has been given to the probable trends of future enrollments. Some general idea of the number of students to be served in the coming years is vitally necessary for effective planning for future developments in any institution of higher education.

The estimates reported for the institutions in each of the three groups have been totalled and are shown in Table 6. The table also shows the projection of the total State-wide enrollments, as given in the Preliminary Report to the Michigan Legislative Study Committee[1], published in March, 1957. The percentage increases

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[1] John Dale Russell, Preliminary Report to the Michigan Legislative Study Committee on Higher Education. Published by the Committee, State Capitol, Lansing, Michigan. March, 1957.

Table 6. Actual Total Enrollments, Fall Term 1957, for Each of Three Groups of Michigan Institutions of Higher Education, Totals of Estimates by Institutional Officials in Each Group for Their Own Institutions for Enrollments in 1965 and 1970, and Projections of Total State-wide Enrollments in Michigan for 1965 and 1970 as Made by Survey Staff.

Institutional Group	Actual Fall 1957	Estimated 1965	Estimated 1970	Per Cent of Increase over 1957 in:	
				1965	1970
State-controlled Institutions	90,950	130,025	160,175	40	73
23 Privately Controlled Institutions	28,902	45,150	55,450	56	93
14 Community Colleges	19,079	26,674	36,347	40	90
Total of Above Groups	140,931	201,849	251,972	43	79
State-wide Totals as Projected by Survey Staff in the Preliminary Report	138,805*	217,075	289,979	56	109

*This is the figure projected in the Preliminary Report, issued in March 1957, for the 1957 fall term enrollments. The estimate was too low, as the data of the table indicate, but this estimate, rather than the actual enrollment, is used in the computation so as to reflect properly the percentage of increase in the projection of total State-wide enrollment for 1965 and 1970.

for 1965 and 1970, over the enrollments of the same institutions in the fall term of 1957, are also shown in the table. The percentages of increase are shown in graphic form in Figure 3, in a manner to permit comparison of the sums of the estimates for the individual institutions of each group with the State-wide projection made in the Preliminary Report.

The totals of the estimated enrollments for 1965 and 1970, as forecast for each of the State-controlled institutions by its administrative officials, indicate that this group of institutions is expecting to increase the number of students attending by about 40 per cent in 1965 and 73 per cent in 1970, beyond the enrollment levels reached in the fall term of 1957. In the twenty-three privately controlled institutions the estimated total enrollments for 1965 are 56 per cent above those of 1957, and for 1970 the estimates are 93 per cent above the 1957 fall term figures. The officials in the community colleges, in their estimates of the future enrollments in their institutions, forecast a total increase of 40 per cent by 1965 and 90 per cent by 1970, beyond the enrollments of the fall term of 1957. For the entire State, the forecasts of the officials of the individual institutions total up to an increase of 43 per cent for 1965 and 79 per cent for 1970, beyond the level of enrollments reached in the State in the fall term of 1957. These State-wide forecasts may be compared with the projection made in the Preliminary Report to the Michigan Legislative Study Committee on Higher Education, which estimated that the number of students attending college in Michigan in 1965 would be 56 per cent greater than in the fall term of 1957, and that in 1970 total enrollments in the State would be 109 per cent greater (more than double) the 1957 fall term enrollments.

The data of Table 6 indicate that, in their individual forecasts of future trends of enrollments in their own institutions, the officials of the privately

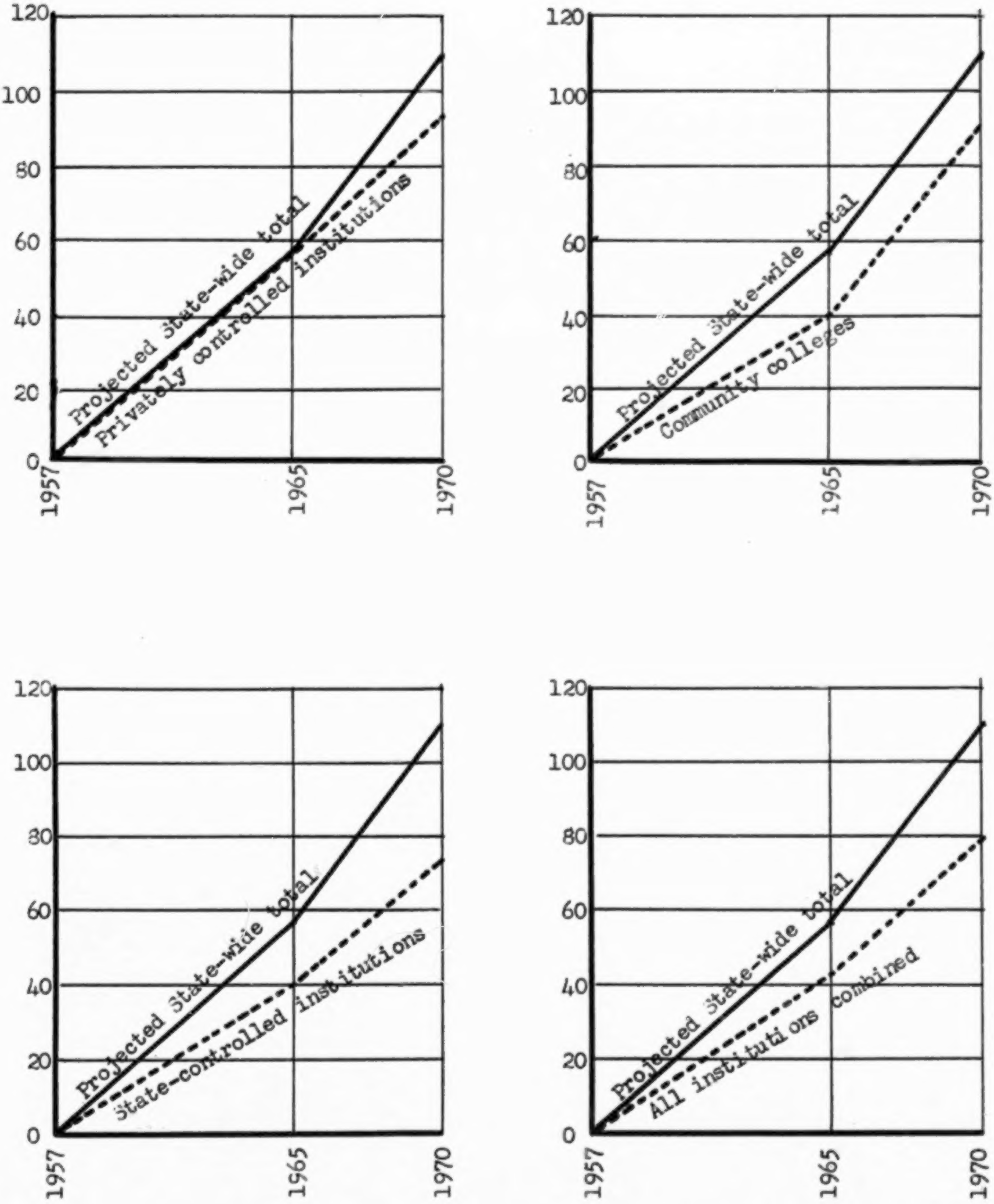

Figure 3. Percentage increase in enrollments in each of three groups of institutions in Michigan, beyond the fall term of 1957, up to 1965 and 1970, as estimated by officials of the institutions, and as projected for total State-wide enrollment by Survey Staff.

controlled institutions are looking forward to increases that, as a total for the entire group, almost exactly parallel the percentage increases projected by the Survey Staff for the State-wide totals up to 1965. Their estimates of increases up to 1970, however, are a little short of the percentage of increase forecast for the State as a whole by the Survey Staff. In both the State-controlled group and the community college group of institutions in Michigan, the officials are looking forward to increases in their individual institutions that total up, for their respective groups, considerably smaller percentages of increase, for both 1965 and 1970, than the percentage of increase forecast by the privately controlled group of institutions. The totals for the two groups of publicly controlled institutions are also markedly below the percentage of enrollment increase forecast for 1965 and 1970 by the Survey Staff for the State as a whole.

One of the important conclusions to be drawn from Table 6 is that, insofar as the estimates of institutional officials and the projections by the Survey Staff prove to be accurate, the privately controlled institutions will continue to care for at least as large a percentage of the total college enrollments in the State in 1965 as in 1957. Even up to 1970 the privately controlled institutions are estimating their enrollments at a faster rate of increase than either the State-controlled institutions or the community colleges, as groups. The data of Table 6 should do much to quiet the fears that have been expressed in some quarters in Michigan, to the effect that the privately controlled institutions are doomed to serve an ever diminishing percentage of the total student enrollment in the State, as rapid increases occur in the future in the total number of students seeking to attend college. Apparently, the officials of the privately controlled colleges in Michigan are looking forward to serving their full share of the increased enrollments, at least up to 1965, and their estimates of the 1970 enrollments are based on a higher rate of increase in the privately controlled institutions than in either the State-controlled or the community colleges.

A second conclusion that is suggested by the data of Table 6 is that, in general, the institutional officials have underestimated the rate of increase that is likely to occur between 1965 and 1970. The data for college-age population in those years, on which the projections of the Survey Staff are based, show that the potential group of young people, age 18-21, from which college students are chiefly drawn, will increase very rapidly in the last half of the decade of the 1960's. These are the young people born in the years from 1947 to 1952, when the birth rate was showing its most rapid increase. Institutional officials, in looking ahead to future enrollment trends, have in many instances not given sufficient attention to the rapid upturn in college population that will occur after 1965, for this will, without doubt, result in corresponding increases in the number of young people wanting to enter college.

The failure in the institutional plans to forecast a sufficient number of students for the years beyond 1965 is possibly only a result of the general tendency for college planning to be limited to the period of the next ten years ahead. Most colleges have not attempted to make enrollment estimates at all carefully for more than ten years in the future. Perhaps it is too much to ask college and university presidents to look ahead more than ten years in forecasting enrollments in their institutions, for past experience would indicate that few of the presidents now in office will still be serving the same institution in 1970 as at present. It is entirely probable that, as planning for the future continues, in a few years institutional officials will need to readjust their forecasts regarding the number of students they ought to be prepared to serve in their institutions in 1970.

A third important conclusion derived from the data of Table 6 is that the presently existing institutions in Michigan will probably be inadequate to serve the number of students who will want to attend college in the State in 1965 and 1970. If it be assumed that the forecasts made by the institutional officials are based on some realistic view of the ability of their institutions to serve students in the future, or in many cases on some idea of what is considered a desirable maximum enrollment in their respective institutions, then it is clear that the institutions from which data were gathered will lack accommodations for at least 15,000 of the Michigan young people who should be attending college in 1965. By 1970 the deficit will have grown to 38,000. Provisions for all the Michigan students who will want to attend college in 1965 and 1970, it seems clear, will probably require the creation of additional institutions and the rapid development of the facilities of these new institutions.

The development of additional institutions is already under way in Michigan, particularly in the system of community colleges. One new community college was opened in 1956, shortly after the present Survey was launched, another community college was started in 1957, and one or two more are scheduled to begin operations in the fall of 1958. Plans under way would indicate that still others will probably be started in the fall of 1959 and 1960. A branch of the University of Michigan, at Flint, was opened in 1956. Two of the State-controlled institutions have announced plans for the organization of new branches in off-campus centers. The development of these two other branches, announced by the University of Michigan and Michigan State University, will probably have to wait for the appropriation of funds by the Legislature before much of an instructional program can be begun.

Sources of Support

The final series of questions concerning the planning going on in the Michigan institutions of higher education, which were discussed with the officials of the institutions visited, concerned the sources of financial support that would be tapped to obtain funds for the services to the expanding enrollments. In general, the institutions are looking forward to sources of support that are essentially the same as those depended upon at present.

Most of the privately controlled institutions and some of the State-controlled institutions, but only one of the community colleges, indicated an expectancy of receiving some support from alumni gifts in the future. Practically all the State-supported institutions, all the privately controlled institutions, and several of the community colleges reported the expectancy of support from gifts from private individual donors and friends. Endowed foundations are looked upon as a source of support by about half the privately controlled colleges and by several of the State-controlled institutions, but only one of the community colleges is expecting support from an endowed foundation.

The church-related colleges that are affiliated with Protestant denominations expect to receive continued support from their church groups. The institutions related to the Roman Catholic Church do not receive funds directly from the Church itself, but benefit by the contributed services of members of religious orders, and, in many instances, receive other forms of support from the orders with which they are connected.

Some fourteen of the privately controlled colleges that were visited are members of the Michigan Colleges Foundation, an organization which raises funds from corporations and other large donors for distribution among its members. This source of supporting funds is becoming increasingly important in many States throughout the country. In Michigan the success which the Michigan Colleges Foundation has already achieved leads many of the institutional leaders to be optimistic about future trends of support through this organization.

All the privately controlled institutions that were visited expect to continue to obtain substantial income from tuition fees, and in several cases the opinion was expressed that the rate of fees charged students should be raised. In all the State-controlled institutions and community colleges, the officials also expect to get some of their needed support in the future from student fees, but in many cases the officials in the publicly controlled institutions expressed the hope that it would not be necessary to increase the charges to individual students.

Governmental appropriations will continue to be a major source of support for the State-controlled institutions and the community colleges, in the opinion of the administrative officials interviewed. In general, the officials of the privately controlled institutions in Michigan are not looking forward to the receipt of supporting income from any governmental source, Federal, State, or local. The "no" answer was very strong and positive in most of the privately controlled institutions, and a number of the administrative officials went on to express the opinion that it would be unfortunate to accept governmental support, even if it were to be offered to the privately controlled institutions. In a few cases, however, the attitude against expecting support from public funds was somewhat qualified by officials in the privately controlled institutions. For example, two or three presidents of church-related colleges indicated that governmental support should be accepted if it were made generally available and if the grants were made without any form of control being imposed. One president mentioned the possibility of a contract with a local governmental agency to operate a community college for the area, and this president seemed to look upon this form of governmental support with favor. Several presidents mentioned the possibility of scholarships being provided from governmental funds, but it was noted that this would be only an assistance to students and would provide nothing for the support of the operating program of the institution.

In practically all the institutions, both the publicly controlled and the privately controlled, the officials expressed a belief that, while the funds necessary to provide adequate educational programs for the expanding enrollments would require large increases in present supporting income, it should be possible to obtain the necessary support by a proper presentation of the facts to the sources that may be expected to supply those funds during the next two decades.

Summary

By way of summary it may be noted that in most of the Michigan institutions there is considerable activity in planning for future developments. The planning is at different stages in the various institutions. In most cases there is a clear realization of the necessity for meeting the challenge that will be presented in the rapid increase of enrollments in the next fifteen or twenty years. Many of the institutions expect to accept their full share of the increases. Others will reach, or in some few cases already have reached, what they consider the maximum acceptable enrollment. The indication from the estimates of future enrollments in the individual institutions, as made by their administrative officials, is that Michigan will need to establish additional institutions before 1965 and 1970, if adequate service is to be provided for the increases that can confidently be expected in the numbers of Michigan young people wanting to attend college. Many of these additional institutions will be community colleges, and the process of increasing the number of such institutions is already well under way.

In the main, the institutions will depend for financial support in the future on the same sources from which they are now receiving their income. In the publicly controlled institutions, it is hoped that there will not need to be any greater dependence than at present on student fees as a source of income. The privately controlled institutions are not looking forward to any general support from governmental sources.

Every encouragement should be given to the institutions of higher education in Michigan to continue the consideration and review of their plans for future developments during the next fifteen or twenty years. Proper advance planning should make it possible to prepare for situations before they develop to such an acute stage that an inefficient and wasteful "crash program" is demanded.

CHAPTER V

PUBLIC POLICIES REGARDING FUTURE DEVELOPMENTS IN HIGHER EDUCATION

The future development of higher education in Michigan, as in almost every other State, requires attention to a number of basic policies of general public concern. These policies fall into four or five rather well defined areas. One such area is related to the trends of student enrollments and the impact of probable increases in enrollments on the various institutions now in existence. A second area concerns the possibility and probability of the development of additional institutions of higher education in the State. A third problem, of special interest in Michigan, concerns the sources of support that should be relied on for the financing of the State's rapidly developing community colleges. A fourth area relates to the development of various kinds of instructional programs within the institutions of higher education. Finally there is the broad question of the ability of Michigan's economy to support the total program of higher education that seems desirable for the future.

The answers to many of the questions of public policy regarding higher education will ultimately have to be given by the voters of Michigan and expressed in the actions of the officials who are elected to carry out the will of the people. The group of citizens most actively interested in the answers to these questions are probably the officials of the institutions of higher education that were visited in the course of the present Survey. For that reason opinions were sought, in the course of the interviews with presidents and other institutional officials, on a considerable range of public issues in higher education. Not every official interviewed had formed opinions on every point, and no attempt was made to force an expression of opinion where none seemed to have been formed. Some of the questions were of more direct interest to certain groups of institutions than to others.

The purpose of the present chapter is to review the various questions of public policy regarding higher education that have some pertinence to this Survey, and to report the attitudes and opinions on these problems expressed by institutional officials at the time of the Survey visits. The report in this chapter should not be considered as a scientifically conducted opinion-poll, based on responses, to questions phrased categorically in objective terms, by individuals chosen through a carefully constructed sampling process. Instead, the purpose of the interviews was merely to discover how the leaders in colleges and universities in Michigan were thinking about major problems that seemed to be confronting the State in the future maintenance and development of facilities for higher education.

The report of the results of the interviews, it must be recognized, is naturally subject to bias from the personal views of the interviewer and reporter. The interviews with the institutional leaders in Michigan were, for the most part, conducted before the Director of the Survey had formed his own opinions on most of the questions that were raised. The Preliminary Report to the Michigan Legislative Study Committee on Higher Education[1] had, it is true, been published before the Survey visits were undertaken, but in general this report did not make recommendations on the points at issue in the questions on the interview form. Every effort was made by the interviewer to avoid a preliminary expression of an opinion of his own on a question, so that the responses of the person interviewed would not be influenced by any suggestion of what might be imagined as the attitude held by the interviewer.

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[1] John Dale Russell, Preliminary Report to the Michigan Legislative Study Committee on Higher Education. Published by the Committee, P.O. Box 240, State Capitol, Lansing, Michigan. March, 1957.

Of all the classes of people whose opinions might be sought in a poll of attitudes, probably those in higher education would be the most unlikely to be influenced by an initially made suggestion of "right" answers by the interviewer. Higher education is well known to be peopled by men and women who are accustomed to think for themselves and who are not at all hesitant about expressing their opinions, even though (or especially when) they are contrary to the opinions expressed by someone else. Because of these conditions, the Survey Staff has confidence that the report of the opinions expressed in the interviews constitutes a fair reflection of the general attitudes of the leaders in the Michigan institutions of higher education. Because of the nature of the data and the method of their collection, however, no attempt is made in this report to draw significant conclusions on the basis of small differences in the percentage of those interviewed who hold various opinions on a given problem.

Enrollments

Four major questions were asked on issues related to future enrollments and their distribution among the various institutions of the State. The first concerned the reliability of the estimates of future enrollments that have been published. The second related to the desirability and possibility of restricting enrollments by some means so that enrollments would not increase as rapidly as they might otherwise. The third was concerned with the maximum size to which the enrollment of any individual institution should be allowed to expand. And the fourth related to the problem of the percentages of enrollments in publicly controlled and in privately controlled institutions.

Reliability of Enrollment Estimates

The institutional officials interviewed were asked their opinions concerning the general reliability of the estimated total enrollments of students in the colleges and universities of Michigan, up to 1970. Are these estimates too high, or too low, or do they seem reasonable? The responses indicated an almost unamimous confidence in the estimates, as reasonable forecasts of the probable future trends in college enrollments in Michigan. In the State-controlled institutions two of the presidents interviewed were of the opinion that the estimates of future enrollments were probably too conservative, rather than too high. In the group of privately controlled institutions there was, likewise, a generally expressed confidence in the forecasts of future enrollment trends. Two of the officials of privately controlled institutions, however, said that, though there would be large increases in enrollments in the future, the rate of increase might be slightly lower than the forecasts would indicate. In only one privately controlled institution was there expressed an opinion that the forecasts of future enrollment trends are overstated; in this instance the reason given for the opinion was that future economic conditions may change, so that large numbers of young people, who may want to go to college, will not be able to attend. The leaders in the community colleges, without exception, expressed full confidence in the forecasts of future enrollments. One community college director expressed the opinion that, because of local circumstances, his own institution would not increase much in enrollment, but he stated that this would have no effect on the total trend in the State.

In summary, on the question of future enrollment trends, the institutional officials who are closest to the situation seem confident that the predicted enrollment increases are certain to occur.

Restriction of Total Enrollments

A second question that was asked in the interviews with institutional officials related to the wisdom of allowing so many young people to attend college. Should there be an attempt to limit or restrict the total number of students attending institutions of higher education in Michigan in the future? A further question was asked those who believed some restriction should be imposed, concerning the manner in which such limitations could most wisely be administered and enforced. In discussing this question, the interviewer explained that by "college" and "institution of higher education" was meant any sort of an educational program beyond the high-school level, not merely the usual pattern of liberal arts and professional studies in degree-granting institutions.

In all but one of the State-controlled institutions the officials were strongly of the opinion that it would not only be unwise to try to keep young people from continuing their education beyond the high school, but it would be impossible to administer any plan that would have limitation of college attendance as its objective. Some presidents qualified their answer by noting that certain institutions should limit their enrollments, but that the total for the entire State should not be limited. In the one case in which the opinion contrary to the majority was expressed, the president believe that more rigorous requirements for admission should be enforced, both at the freshman level and for transfer students.

Much the same sort of unanimity was found among the officials of the community colleges on the question of restricting the total enrollments in higher education. All but one of the officials in the Michigan community colleges were opposed, most of them rather vigorously, to the idea of putting any future limits on the number of students who will be allowed to continue their education at the college level. Even the one community college official who would put some limit on the total number was willing to see the sort of curriculums developed that would take care of students whose applications should be rejected for entrance to the kinds of institutions at present maintained. Thus, ultimately, the plan by which this official would suggest restricting the enrollment would mean no limitation whatever if the appropriate curriculums were developed.

A majority of the officials interviewed in the privately controlled colleges and universities in Michigan were also of the opinion that it would be both unwise and impossible to administer any program of limiting the number of young people who would be permitted to attend college in Michigan. Dissent from this point of view, however, was more prevalent among the officials of the privately controlled colleges than in either of the two groups of publicly controlled institutions. In five of the twenty-three privately controlled institutions the opinion was expressed that some limitation should be imposed on total enrollments. One or two of these would administer the limitation by charging higher fees, especially in the State-controlled institutions, with a broad scholarship program that would help to prevent a restriction of the opportunity for higher education to young people in the relatively well-to-do families. In nine of the privately controlled institutions the opinion was expressed that more rigorous entrance requirements should be imposed, but most of those holding this opinion would not want to use the higher entrance requirements as a means of restricting total enrollments, but rather as a means of selecting those who should be allowed to enter liberal arts curriculums. A number of the respondents in the privately controlled institutions expressed enthusiasm for a policy of raising the level of achievement required for remaining in college, with a rigorous elimination of those who fail to make satisfactory records.

In three of the privately controlled institutions the presidents thought there should be some further restrictions on the admission of students from other States in the State-controlled institutions of Michigan. No one of those interviewed would favor the restricting of enrollments in the privately controlled institutions to the residents of Michigan.

Only four of the presidents in the privately controlled institutions would make an estimate of the number of potential college students that should be prevented from attending college by the methods of restricting enrollments that were suggested. These four made suggestions ranging from 5 to 20 per cent of the total who might be prevented from attending college in this manner.

Maximum Enrollment for an Individual Institution

An attempt was made to explore the ideas of the leaders in the Michigan institutions of higher education concerning the wisdom of limiting the size of the enrollments to which individual institutions might be allowed to expand. An opinion that there should be such a limit on the size of an individual institution was expressed in six of the ten State-controlled institutions, in ten of the twenty-three privately controlled institutions, and in eleven of the fourteen community colleges. Those who had no definite opinion, or who would not favor setting an absolute limit on the ultimate size to which an individual institution might grow, most often expressed their attitude as "Let nature takes its course." In other words, these respondents were of the opinion that if the students see no objection to being herded together in inordinately large numbers, and if the faculty members and administrative staff of the institution see no necessity of a self-imposed limit on enrollments, no outside agency should be concerned, no matter how monstrous the size of a given institution may become.

Relatively few of those interviewed, who believed that there should be some limit on the ultimate size of each institution, were willing to suggest specifically what that size limit should be. One was of the opinion that 10,000 students was the maximum number of students that should be permitted to enroll in any one institution. Another president would set a limit at 12,000 (three of the Michigan institutions are already far beyond this level in their enrollments). Four of those interviewed suggested that the maximum limit should be 20,000 students, two suggested 25,000, one suggested 30,000, and one 35,000, the last mentioned being the largest figure suggested by anyone who responded to the question.

A question was also asked as to how a limitation on maximum enrollments in an individual institution might be enforced. None of those interviewed would be in favor of taking students in order of application, first come first served, until the limit of enrollment is reached. No enthusiasm was expressed for a selection by means of tests or other devices that would restrict maximum enrollments in an individual institution by limiting admission to the most able among the applicants. One of the officials interviewed thought that an institution, on the point of becoming too large, might eliminate its freshmen and sophomore students and its entire lower division program. Another suggestion was that enrollments might be limited by the availability of housing for students, with the institution accepting all students for whom housing would not have to be provided, but with only a limited number of dormitory beds and married-student apartments that could be occupied.

It would appear that, while the leaders in the Michigan institutions of higher education are fairly well agreed that an individual institution should not be allowed to grow too large, the ideas are not very clearly formed as to the size of enrollment at which an institution would become too large, nor as to the means by which the State or some other agency might enforce a limitation on the total enrollment in any individual institution.

Enrollments in Publicly Controlled and Privately Controlled Institutions

From the beginning of the present Survey of Higher Education in Michigan, it has been evident that considerable tension has developed in the State over the question of the relative functions of the privately controlled and the publicly controlled institutions. In the fall term of 1957 about 22 per cent of the students attending college in Michigan were in privately controlled institutions and 78 per cent were in institutions under public control. Fear has been expressed that, with such a small percentage of the total enrollments, the privately controlled institutions will be unable to exert a strong influence in the State and are likely to find difficulty in attracting students. This might cause them to fall even farther behind, percentagewise, in their service to the total program of higher education in the State, and thus the privately controlled colleges might ultimately be forced to yield the entire field to the institutions under public control. Because of this situation, an attempt was made in the Survey interviews to explore the ideas of institutional officials regarding an ideal percentage of the total enrollment to be carried by the privately controlled institutions in Michigan.

The first question asked was whether there is any importance attached to the percentage of the total enrollments in each type of institution. Opinion on this question was evenly divided in the State-controlled institutions, with half the officials responding that they believe it is important to have a significant fraction of the total enrollment in privately controlled institutions, while the other half responded that they believe the distribution of enrollments between the two types of institutions is of no particular importance. The division of opinion was about the same in the community colleges, with eight of the fourteen officials interviewed being of the opinion that it is important for the privately controlled institutions to continue to serve a substantial fraction of the total enrollments. At all but four of the privately controlled institutions visited, the opinion was expressed that the percentage distribution of enrollments between the two kinds of institutions is an important matter.

In response to the question as to whether some attempt should be made to maintain the present percentage distribution of enrollments between the two types of institutions, or even to try to increase the percentage attending the privately controlled institutions, the answer most frequently given was "Let nature take its course." This attitude was explained by indicating that the students themselves should be allowed to chose the kind of institution they will attend, and that their choice should not be arbitrarily restricted or distorted to force attendance at an unpreferred institution. Although this opinion was the one most frequently expressed, a substantial number of those interviewed in the privately controlled institutions were of the opinion that a definite attempt should be made to increase the percentage of total enrollments in attendance at that type of institution. Suggestions as to how this might be accomplished were rarely offered. Perhaps the most constructive suggestions made was that the function of the privately controlled institutions should be to maintain programs of excellent quality. If these institutions are then taking care of their own natural constituency, the actual numbers enrolled and the percentage of total enrollments served become of relatively little significance.

Question was also raised to obtain opinions about any danger point that might be reached in the percentage of total enrollments in the publicly controlled institutions. As indicated earlier, 78 per cent of the total enrollments in Michigan institutions of higher education in the fall of 1957 were in the institutions under public control. Two presidents in privately controlled institutions were of the opinion that the danger point was reached at 60 per cent, another suggested 70 per cent, and still another thought that the present 78 per cent was the maximum to which the enrollments in publicly controlled institutions should go without running a serious hazard of over-balance. The president in one of the State-controlled institutions estimated that 90 per cent of the students would be in publicly controlled institutions in Michigan by 1970, and he saw no particular danger in that situation.

Data presented in the preceding chapter, in which the ideas of institutional leaders regarding enrollments in their institutions in 1965 and 1970 were reported, would indicate that the percentage of total students in the privately controlled institutions in Michigan is not likely to diminish below the present level, at least until after 1965. Probably more tension has been created over this situation than is warranted. The counsel of "letting nature take its course," as expressed by several of the institutional leaders in Michigan, seems wise. As long as the privately controlled colleges and universities maintain strong and effective programs, they will undoubtedly continue to attract their fair share of the total student enrollment.

New Institutions

Suggestion has been made in an earlier chapter of this report regarding the probable need for expansion in the number of institutions of higher education in Michigan. Inquiry was made in the course of the interviews at the various institutions as to the likelihood and wisdom of such developments.

New Privately Controlled Institutions

The first question raised was with regard to the likelihood of new privately controlled institutions of higher education being established in Michigan. Very few of those interviewed in the community colleges thought it likely that one or more new privately controlled institutions would be established. In the State-controlled institutions, one president thought it likely that some new, non-public institutions would be established, and another president thought this was possible but not likely. Only four of the presidents in privately controlled colleges thought it likely that there would be established more institutions of their type in Michigan, and one other president thought it possible but not likely.

An observer from outside the State cannot fail to be impressed by the fact that Michigan has several excellent locations available for new privately controlled institutions. Cities such as Saginaw, Pontiac, and Flint have no church-related colleges of liberal arts in or near them, yet these large concentrations of population should certainly contain many young people who would be glad to attend a privately controlled college of liberal arts if one were located near their homes.

Throughout the United States the number of privately controlled institutions of higher education is not increasing at all rapidly. The most active force at work in the establishment of new privately controlled colleges, among those that have in the past been responsible for the founding of most of the colleges under non-public control, is the Roman Catholic Church and its teaching orders. In Michigan, some of the younger institutions in the privately controlled group are related to the Roman Catholic Church. Some of these institutions in Michigan are planning expansions of their facilities, but so far as could be determined in this Survey, there are at present no plans for the establishment of any additional colleges in Michigan under Roman Catholic auspices. Most of the Protestant denominations, in Michigan and throughout the entire United States, have been taking the attitude that they have all they can do to maintain well their present established institutions, and these Protestant groups in general are not developing plans for additional institutions under their sponsorship.

Note should be made, in passing, that in the period since this Survey was initiated in Michigan, one new church-related college of liberal arts has been established, by a change of name and function of the institution, formerly known as Owosso Bible College, to Owosso College. Although this one instance of a new development cannot be said to mark a trend, yet it would indicate that the possibility of the establishment of additional privately controlled colleges in Michigan may not be as remote as many of the leaders of higher education in the State seem to believe.

Transfer from Private to Public Control

The question was also asked as to whether, in the opinion of those interviewed at the institutions visited, there is any likelihood of one or more of the present group of privately controlled institutions becoming publicly controlled. Throughout the United States this sort of change happens occasionally, though not at all frequently. The most recent example in Michigan is the taking over of Ferris Institute as a State institution. Most of the educational leaders interviewed in the course of the Survey saw no real probability that any of the present privately controlled institutions in Michigan would become publicly controlled. A few of the presidents, however, thought that some of the weaker privately controlled institutions might choose to offer their plants and records to the State, in preference to outright closing, if they found it impossible to continue otherwise. The respondents who held this view were generally vague as to which institutions might some day take such a step, and no one seemed to believe that any of the privately controlled institutions in Michigan is currently in a condition that would lead it to such a decision.

Although there seems at present to be no imminent probability of any of the privately controlled institutions offering to become State-controlled, it is important for some central agency of the State to keep a watchful eye on developments that might result in such a step. In general, the State should be very cautious about entering into such an agreement. It is true that the wisdom of the decision to take over Ferris Institute has been amply demonstrated by the flourishing program that has been organized there and by the rapid extension of services to increasing numbers of students. In general, however, a location in which a privately controlled institution finds it impossible to continue is not a good location for a State-controlled institution either. In deciding to add a new State-controlled institution to the system of higher education, due consideration needs to be given to the number of people in the local area that can be served, and to the proper spacing with reference to other existing institutions. Such considerations are often ignored when a State is offered the opportunity to take over a moribund privately controlled college.

Observation in other States would indicate that the decision to convert an ailing college from private to State control is more often influenced by political consideration than by educational statesmanship. The step is sometimes taken suddenly, before those who could render sound professional judgment on the project have had opportunity to appraise it from an educational point of view. In some States it has been proposed that the Legislature should have a safeguard against being stampeded into hasty action in such a situation, in the form of a constitutional provision to the effect that no existing institution could be taken over by the State except with two-thirds (or three-fourths) vote of the members of each house of the Legislature. Another form of safeguard, and possibly a better one, would be a constitutional provision requiring action by two successive sessions of the Legislature to consummate such a step, with a requirement that the first legislative session considering the project shall appropriate funds for a careful study of the situation, and that final action be taken only by a subsequent legislative session after the report of such a study has been made and published.[2] Consideration might well be given to some such provision in Michigan, in the interest of putting a lock on the stable door before any unfortunate events occur.

New Publicly Controlled Colleges

In Michigan there is clearly more probability of the development of new institutions under public control, than there is of the development of new privately controlled colleges or of an action for the State to take over the operation of any of the present privately controlled colleges. Question was asked of those interviewed with respect to their opinions of the wisdom of developments along three lines for new publicly controlled institutions: (1) new community colleges; (2) new branches of existing degree-granting institutions; and (3) completely new State colleges or universities of degree-granting level.

Community Colleges.--The leaders of higher education in Michigan are almost unanimously agreed that the development of additional community colleges should be encouraged. In the group of State-controlled institutions all who were interviewed were in favor of such a development. One president in a State-controlled institution expressed a reservation to the effect that some of the proposals for new community colleges at specific locations were based on reasons other than well-established needs for educational services, and he suggested that the wrong kinds of developments should be discouraged. Another expressed doubt about the kind of community colleges that might be developed; he would urge that such institutions have a real college atmosphere and spirit and not be of second rate quality. All the community college leaders that were interviewed were, without exception, fully in favor of the development of more institutions of that type.

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[2] Note that this procedure was followed by the Michigan Legislature in establishing the branch of the University of Michigan at Flint.

In the privately controlled institutions there was also a great unanimity of opinion to the effect that the development of new community colleges should be encouraged. No opinions were expressed by the leaders in privately controlled institutions that were contrary to this view, and in only two cases were the attitude anything less than enthusiastic toward the development of additional community colleges in appropriate locations. Four of those, however, who expressed opinions favorable to the development of more community colleges, qualified their answers by noting that these new developments should take place in locations where there would be no competition with a privately controlled college in the same community. Even this point of view was further qualified by one president of a privately controlled college who suggested that the development of a new community college in the same city where his college is located would not be disadvantageous if the community college laid great emphasis on terminal-occupational curriculums. Another president noted the advantages of the community college for meeting the needs for adult education. The general attitudes of the great majority of the leaders in the privately controlled institutions reflected the opinion that the community college will have an important part to play in meeting the future needs for higher education in Michigan, and that a well-considered development of such institutions, where they have a clear field of service, should be encouraged.

The responses to the questions about the development of community colleges have convinced the Director of the Survey that the Legislature, the State Department of Public Instruction, and the citizens of various localities in the State, should plan to move ahead rapidly on a well designed program of increasing the number of community colleges. This Survey report provides assurance that such developments will have hearty support from all segments of the leadership of higher education in Michigan. There is need, however, for sound planning on a State-wide basis so that the new community colleges will be located where they will make significant improvements in the opportunities of the people for continued education beyond the high school.

Branch colleges.--Another movement, in the direction of the creation of additional centers where higher education under public control will be available in Michigan, is the development of branches of existing degree-granting institutions In recent years some development along this line has occurred, not in general as a result of any deliberate planning or firm policy consciously adopted by the Legislature or the educational leaders of the State, but rather as an expedient in response to local conditions and resources that become available.

The first step in Michigan, in the direction of the creation of branch colleges was taken in 1946 by the Michigan College of Mining and Technology in setting up a branch at Sault Ste. Marie. The development of this branch was made possible by the abandonment of a former permanent post of the U. S. Army and the transfer of the entire plant to the College, without cost to the State, and with the stipulation that the property must continue to be used for educational purposes. The instructional program maintained at the Sault Ste. Marie Branch is similar to the first two years of the curriculum of the parent institution at Houghton, and is limited to subjects of the freshman and sophomore level.

The second development of an institutional branch came in 1955 when the State Legislature appropriated $37,000 to the regents of the University of Michigan "for the completion of program plans and for expenses preliminary to the organization of a two-year university program in cooperation with the Flint Junior College" (Public Acts 1955, No. 63). The Act directed the regents of the University of Michigan "to present to the 1956 session of the Legislature completed organizational plans for said college together with a budget covering estimated requirements for the beginning of senior college operations in September 1956." The development of the branch at Flint was stimulated by the offer of a site and funds for the building by local groups in Flint. This development has been carried out and the University of Michigan now maintains in Flint, on a site adjacent to the Flint Junior College, a branch which offers only upper division courses appropriate for students in the junior and senior years of the college course.

Two other important developments in the direction of branch colleges have occurred in Michigan since the present Survey was begun. A gift of land, buildings, and other resources valued at $6,500,000 was made late in 1956 to the University of Michigan, for the establishment of a branch in Dearborn, a suburb (enclave) of Detroit. At almost the same time Michigan State University announced a gift of a large estate, including land, buildings, and cash endowment, estimated to be worth $10,000,000, for the development of a branch in Oakland County near Rochester, about a dozen miles north of Detroit. The 1957 Legislature gave its blessing to the acceptance of these gifts by the institutions, and expressed the gratitude of the State to the donors (Senate Concurrent Resolution No. 5, 1957 Journal of the Senate page 41, and 1957 House Journal pages 35, 36; House Concurrent Resolution No. 5, 1957 House Journal pages 78-79, and 1957 Journal of the Senate pages 80-81). Neither the 1957 nor the 1958 session of the Legislature provided any funds for capital outlay for the development of these branches or any funds for the maintenance of educational programs at them.

It seems difficult to determine the point at which the usual operation of extension classes in a given locality develops into a "branch" institution. Some of the State universities, particularly the University of Michigan and Michigan State University, have set up well organized extension centers in several cities throughout the State. Central Michigan College has also been active recently in the development of off-campus centers in which substantial course offerings are maintained, sufficient, for example, to permit a student to complete an entire freshman year of college-level studies. A tendency seems to be developing to call these extension centers "branch colleges." Thus far the development of such "branches" has been given no official sanction or recognition by the Legislature in the appropriation acts or by specific statutes. The financing of these "branches" has been almost entirely on the basis of the student fees collected in them.

In addition to the branch centers that have already been set up, there has been much discussion of other possible developments in Michigan. Some of the State-controlled institutions have been under considerable pressure from certain local groups desiring a "branch" for their own community. In some cases these efforts to induce a State-controlled institution to set up an additional branch seem to have been instigated chiefly by local groups of a promotional sort, interested mainly in increasing the payroll in the community. In other cases the efforts have been motivated by sincere and well studied consideration of the needs of the community for improved educational facilities. In some cases these local efforts to get a branch college established have been embarrassing to the State institutions that were approached, particularly when the community has tried to develop a spirit of competitive bidding between two or more of the State institutions for the privilege of setting up and operating the proposed branch.

The foregoing background of information about the present development of branch colleges in Michigan was well known to almost all the institutional leaders who were interviewed in the course of the Survey visits. Considerable interest, therefore, attaches to the attitudes of these leaders toward the development of additional branches of State-controlled institutions, as a means of meeting the future needs of the State for higher education.

In five of the State-controlled institutions the opinion was categorically expressed that the development of branches of such institutions is unwise. In only one of the State-controlled institutions was there a clear-cut opinion to the effect that the development of branches is unobjectionable. In one case the answer was given that the development is looked upon as an experiment, to be evaluated critically before a decision is reached as to whether the creation of branches is a wise direction in which to move. In two of the State-controlled institutions the answer was given that, while the idea of branch college development is not looked upon with favor, the institution will move in this direction if other institutions continue such developments. The attitudes expressed by the leaders in the group of institutions most directly affected by the branch college development seem very significant. In general, among the leaders of the State-controlled institutions, there seems to be considerable opposition to the development of branches, and no enthusiasm for such a movement, except on an experimental basis or as a means of "keeping up with the Joneses" when the practice is follwed by other institutions in Michigan.

The great majority of those interviewed in the community colleges were flatly opposed to the development of branches of the State-controlled institutions. In two cases the leaders of community colleges reported that they would have no objection to the development of branch colleges to meet peculiar needs in a special location, but in both cases there was no enthusiasm for the development of branch colleges as a general policy for the improvement of higher education in the State. In two cases the response of community college leaders was that they saw no objection to the development of upper-division branch colleges, on the model of the branch of the University of Michigan at Flint, though they would be opposed to the development of branch colleges offering courses of freshman and sophomore level.

Some of the community college leaders are particularly sensitive about the development of branch centers that have been set up by State-controlled institutions in locations where, as the community college people interpret the situation, the branches compete with the service of an existing community college. Some opinion was expressed to the effect that the development of a branch center might actually inhibit or delay what would be a better provision for the locality, namely, the organization of a locally controlled community college. The views of the community college leaders may be summarized in the statement that, in general, this group does not look with favor on the development of branches of the State institutions of higher education, except possibly in the pattern that has been set up in the branch of the University of Michigan at Flint.

Several of the leaders interviewed in the privately controlled colleges had formed no opinion about the wisdom of developing branches of the State-controlled institutions, inasmuch as the problem does not touch them directly. Thirteen of those interviewed in the privately controlled institutions expressed an opinion against the development of such branches, while five felt that this would be a useful direction in which to move in extending the State's facilities for higher education. The reason most often given for viewing favorably the development of branch colleges was that the branch would derive prestige and respectability from the parent institution, and would be guided along sound lines in organizing its instructional program and in selecting its staff members. Those in the privately controlled college group who opposed the development of branches most often based their attitude on the idea that an educational institution, to achieve strength, must have autonomy, and that a satellite center would always be treated as a stepchild by the parent institution, in comparison with the units on the home campus. Some also expressed a fear that the development of branch centers would only lead to an empire-building race among the State-controlled institutions, with developments motivated more by a spirit of competition and the desire for institutional aggrandizement than by sound educational considerations.

In summary, the results of the interviews would indicate that institutional leaders in Michigan, in general, do not believe it would be wise for the State-controlled colleges and universities to embark on a general program for the creation of branches, as a means of meeting the needs of the State for additional facilities for higher education.

New State-controlled institutions.--A final possibility for an expansion in the numbers of institutions of higher education in Michigan, which was explored in the interviews with institutional leaders, was the outright creation of one or more additional State-controlled colleges of degree-granting level. The possibility or desirability of such a development has apparently not been widely discussed in Michigan. In some other States, however, this has seemed to be a part of a wise solution to the problem of providing adequately for the increasing enrollments in higher education during the next two decades. In Florida, for example, the Legislature, acting on the recommendation of a survey report, has created one new institution, the University of South Florida, at Tampa, and has provided capital outlay funds for building the new plant, with a scheduled opening for instruction in the fall of 1960. The Florida Legislature is also in the process of developing plans for one or two other new State universities, as recommended by the survey that has been made. California is another State in which new degree-granting colleges under State control are being established, on the basis of recommendations in a survey report.

Inasmuch as there has been little public discussion in Michigan about the possibility of the establishment of additional degree-granting institutions under State control, it was somewhat surprising to find very favorable responses to this idea among the leaders at six of the State-controlled institutions that were visited. Only one president of a State-controlled institution in Michigan expressed an opinion that the development of one or more additional degree-granting colleges under State control in Michigan would be unwise. One president had formed no opinion. Another president of a State-controlled institution thought it would be preferable to establish branches of existing institutions rather than to set up one or more completely new colleges, but he was not unequivocally opposed to the creation of new, independent institutions.

In ten of the community colleges the leaders who were interviewed thought that the development of additional degree-granting institutions under State control would be wise. Only two expressed views to the contrary, and two were uncertain about their attitude toward such a development. The favorable responses among the leaders in the community colleges may fairly be described as not particuarly enthusiastic toward the idea of the development of additional degree-granting colleges under State control, and qualifications were expressed regarding the number of such institutions that should be established.

In about half the privately controlled colleges the leaders that were interviewed expressed an opinion favorable to the development of additional degree-granting colleges under State control in Michigan. In only two cases were unfavorable opinions expressed toward this development. A considerable number in the group of privately controlled institutions had formed no opinion on the question. Several of those who were in favor of the development qualified their responses by noting that a new State-controlled institution should be developed only in a location where, at present, no other institution adequately serves the area.

In summary, the interviews revealed a very substantial majority opinion among the leaders of higher education in Michigan to the effect that the development of one or more additional degree-granting institutions under State control would be wise. The objections, in general, were not vigorously expressed, though there were opinions that assurance should be given that a new institution would be established only where the need is fully demonstrated. It would seem that the Legislature and other agencies planning future developments in higher education in Michigan, to the end that the increasing enrollments of the next two decades may be adequately served, would probably be well supported by the leaders in the present institutions in making plans for the creation of one or more additional degree-granting colleges under State control.

Support of Community Colleges

In Staff Study No. 1 of the Survey Series, The Community College in Michigan,[3] the problem of the sources from which the community colleges should draw their financial support was discussed. Dr. S. V. Martorana, the author of that report, suggested a formula that would provide 40 per cent of the support for current operating purposes from State funds, 40 per cent from local school or governmental funds, and 20 per cent from tuition fees paid by students. For capital outlay, Dr. Martorana proposed a 50-50 division of the burden between the State and the local community, but with a provision that the matching by the local community be scaled so that districts with less wealth might receive a greater percentage of aid from the State, up to a maximum of 75 per cent of the total needed for capital outlay. Inasmuch as Dr. Martorana's report had been published and circulated well in advance of the visits to the Michigan institutions by the Director of the Survey, questions were asked in the interviews at the time of the Survey visits concerning the opinions held about the sources of support for the community colleges. It was found that many of those interviewed had no definite opinion on the question. Furthermore, the opinions that were expressed differed widely.

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[3] S. V. Martorana, The Community College in Michigan. Staff Study No. 1, the Survey of Higher Education in Michigan. Prepared for the Michigan Legislative Study Committee on Higher Education, State Capitol, Lansing, Michigan. June, 1957.

In two of the State universities there was no opportunity to discuss the question about the support of the community colleges. In the other State-controlled institutions where the question was raised, only one president was found who agreed completely with the formula suggested by Dr. Martorana for the support of current operations in the community colleges, namely 40 per cent from State funds, 40 per cent from local funds, and 20 per cent from students. One president of a State-controlled institution suggested that the formula should be 40 per cent from the State, 50 per cent from the local community, and 10 per cent from student fees. Another suggested 50 per cent from the State and 25 per cent each from local funds and student fees. Another was of the opinion that one-third of the support should come from each of the three sources. The other presidents of State-controlled institutions did not have in mind any exact formulas. One thought that each of the three sources should make some contribution to the support of the community college, but another said that most of the support should be derived from local tax funds. One president of a State-controlled institution was of the opinion that adult education and extension services in the community colleges should be supported completely from student fees, and that State and local funds should be used only to support the other programs of the community colleges.

On the problem of providing funds for capital outlay, five of the presidents of State-controlled institutions were of the opinion that 50-50 sharing of the burden between State and local governments would be fair. One president, however, thought that 100 per cent of the capital outlay should be provided by local funds. The other leaders in State-controlled institutions expressed no opinion on the division of support for capital outlay projects in community colleges.

The great majority of the presidents interviewed in the privately controlled institutions expressed no opinion on the sources from which the support of the community colleges should be derived. Only three responses were recorded from leaders in the privately controlled institutions in terms of an actual percentage distribution of support; these were 25-35-40, 15-50-35, and 25-50-25, respectively, in terms of the percentages from State funds, local funds, and student fees. Many of the presidents in the privately controlled institutions expressed an opinion that the community colleges should not be tuition free. One president stated that, inasmuch as the community college serves only a local constituency, the community should completely support it without any State funds. Another president in a privately controlled institution made the statement that the individual student should first do the maximum to help himself before other support is sought for a community college; the local government should be the next source from which support is sought; the State should come in only when these other sources are inadequate; and finally, and only as a last resort, should the Federal Government be brough in to help in the support. This president favored the use of loans to assist students in getting an education, rather than support from public funds.

On the question of the sources from which capital outlay funds should be obtained, only three presidents in privately controlled institutions expressed an opinion. One of these thought the 50-50 formula was appropriate, another suggested 25 per cent from the State and 75 per cent from local funds, and the third suggested 20 per cent from the State and 80 per cent from local funds.

As might be expected, all the leaders interviewed in the community colleges had well defined views about the sources from which the support of these institutions should be drawn. Their ideas, however, differed widely. Only two were in favor of the exact formula for current support recommended by Dr. Martorana, 40 per cent from State funds, 40 per cent from local funds, and 20 per cent from student fees; one of these qualified his statement by saying that it represented his personal view, but that if he were to reflect public sentiment in his community, the percentages would be 40-20-40. One other community college leader favored this last mentioned division of support, 40 per cent from State funds, 20 per cent from local funds, and 40 per cent from students. Three of the community college leaders believed there should be an equal division of support among the three sources, with one-third from the State, one-third from local funds, and one-third from students. One other of those interviewed in community colleges believed that one-third of the support should come from student fees, with the remainder from State and local funds without any fixed percentages, but with State support provided to varying degrees that would equalize the burden from wealthier and poorer communities. Three of the leaders in community colleges reported an opinion that 50 per cent of the support should come from State funds; one of these would have the other 50 per cent come from the local community; another would have the remaining 50 per cent come entirely from student fees; the third would divide the remaining support, so that

25 per cent would come from local funds and 25 per cent from students. In four community colleges the leaders suggested formulas with more than 50 per cent coming from State funds. The specific formulas suggested in this category were 60-20-20, 65-10-25, 66-33-0, and 75-25-0, respectively, for the percentage from State funds, local funds, and tuition fees. It is interesting to note that three of the community college leaders were of the opinion that these institutions should be tuition free. When the responses of the community college leaders are summarized by arranging them in rank order, the median shows 50 per cent of current support to be derived from State funds, 25 per cent from local funds, and 25 per cent from student fees. The median should be interpreted as indicating the point at which the number of responses above and below are equal.

On capital outlay provisions, the leaders in eight of the community colleges agree with Dr. Martorana's formula of a 50-50 division of the burden between State and local funds. Two others suggested that 60 per cent of the capital outlay funds should be provided by the State, and two others suggested that 75 per cent of all capital outlay funds should come from the State. One community college leader suggested that 100 per cent of capital outlay should be provided by the State. One thought that the funds should be provided on an equalization basis, with no fixed formula. None of the respondents in the community college group thought that students should be charged a fee for capital outlay purposes.

As indicated earlier in this discussion, the leaders in the various types of institutions differed greatly in their ideas as to the sources of support for community colleges in Michigan. Apparently, only within the community college group had much thinking been done on this problem, for the presidents in the other kinds of institutions for the most part had no pronounced opinions on the question. The community college leaders, however, have been giving the question much thought and most of them have well formulated ideas about it. Within the group of community college leaders the free expression of opinion yielded no clear consensus, but the central tendency was toward a division of support which would provide 50 per cent of the total from State funds, both for current operations and for capital outlay purposes.

Instructional Program Developments

Questions were asked in the Survey interviews on the subject of instructional program developments, with respect to needs in three areas: (1) additional graduate programs in the colleges and universities of Michigan; (2) additional professional-school programs; and (3) additional technical and occupational programs of less than four-year degree status. On the needs of Michigan in these three areas many of the institutional leaders interviewed had formed no clear-cut opinions.

Graduate Programs

Question was first raised, in discussing the desirability of developing further graduate-level programs in Michigan, as to whether more of the privately controlled institutions in the State should be encouraged to organize curriculums leading to the master's degree. At present the University of Detroit is the only privately controlled institution that annually grants any considerable number of master's degrees. Three other liberal arts colleges occasionally grant the master's degree, but the offerings in two of these are limited to a very few subject-matter fields, and the total number of master's degrees granted in all three institutions combined has not averaged more than five a year.

Opportunity did not arise in the visits to two of the State universities to discuss the problem of encouraging additional privately controlled colleges to develop master's degree programs. In the other State-controlled institutions, two of the presidents thought this development would be a mistake, one president was doubtful about it, and four thought that more privately controlled institutions should be encouraged to introduce master's degree programs. Many of the leaders in the community colleges had no opinion on the subject, but four thought the development of master's degree programs in more privately controlled colleges should be encouraged, while three were of the opposite opinion.

Within the privately controlled institutions, the group most intimately concerned with the problem, the opinions of leaders were more definitely pronounced than in the other two institutional groups. The great majority of those interviewed in the privately controlled institutions were of the opinion that more Michigan colleges should be encouraged to organize programs leading to the master's degree. In only three instances was there dissent from this point of view among the leaders in privately controlled institutions, and one or two had no opinion on the question. In many cases the affirmative answers were qualified by a statement that the privately controlled institutions should be sure that they first develop the necessary strength in faculty, library, and other resources, before embarking on a program leading to the master's degree. It was reported in several of the privately controlled colleges, which now give only the bachelor's degree, that serious study is being given to the possibility of developing a master's level program.

The second question asked, under the heading of new graduate programs, was whether more of the State-controlled institutions should be encouraged to begin the offering of a Ph.D. degree. At present the three largest State universities are the only institutions in Michigan offering the Ph.D. degree or degrees of equivalent level. This question was not discussed at two of these universities. Most of the presidents in the other State-controlled institutions were favorable to the development of additional institutional centers where the Ph.D. degree would be granted. Only at one of the State-controlled institutions did the official being interviewed express a negative attitude toward such a development. Many of those in State-controlled institutions whose opinions are recorded as being in the affirmative attached qualifications to their responses, particularly with respect to the necessity for an institution to develop strong resources in faculty and library facilities before beginning the offering of a Ph.D. program. Two of the presidents thought that such developments should occur within the next ten years.

Within the group of community college leaders many had no opinion to offer on the desirability of developing more Ph.D. programs in the State-controlled institutions. Among those willing to express an opinion, the affirmative statements outnumbered the negative, five to two. Among the presidents of the privately controlled institutions also only a limited number had any opinion to express; the division was close among those who did have an opinion, five favoring and four not favoring the development of additional centers for Ph.D. degrees in the State-controlled institutions.

Professional Schools

Another area of possible expansion in the service of higher education in Michigan is the offering of professional-school programs. Questions were asked in the interviews at the institutions as to the opinions held regarding the need for more centers where instruction would be available in such professional fields as medicine, dentistry, engineering, agriculture, business administration, social work, library science, nursing, and pharmacy. As in the case of some of the previous questions, many of the leaders interviewed had no opinions on the needs for additional professional schools.

Ideas were more frequently expressed, by those interviewed, on the question of the need for more medical school facilities than on the needs in any other professional field. In the privately controlled institutions, twelve of those interviewed were of the opinion that more medical school facilities are needed in the State, and only one president in this group reported a contrary opinion. Eight of the leaders in the community colleges were in favor of more medical school facilities, with only one expressing the opposite opinion. At only two of the State-controlled institutions was the opinion expressed that Michigan needs more medical schools; all the others interviewed in the State-controlled institutions were of the opinion that the first step toward enlarging the facilities for medical education in Michigan should be an expansion of the medical school at Wayne State University. Some opinion to this effect was also found in certain of the community colleges.

Very little interest was expressed by leaders in the institutions visited with regard to the need for additional facilities for education in dentistry. Opinions favorable to such a development were expressed by six persons in privately controlled institutions, with one negative vote. Four of the leaders in community colleges thought there should be more facilities for education in dentistry, and none held an opposing view. In the State-controlled institutions there was one affirmative and one negative response to the question about the need for more facilities for education in dentistry. Apparently the problem of further expansion of opportunity for education in dentistry is not a burning issue in the minds of most of the leaders in the Michigan institutions of higher education.

Eight of the leaders in the privately controlled institutions were of the opinion that more schools of engineering should be developed in Michigan, while two were of the opposite opinion. Among the community college leaders who were interviewed, five were favorable, and none unfavorable, to the development of more engineering schools. At only one of the State-controlled institutions was a favorable attitude expressed toward the development of additional schools of engineering, and at three of the State-controlled institutions the opinion was definitely against this idea.

No enthusiasm was expressed anywhere among those interviewed for any additional schools of agriculture in Michigan. Need for additional schools of business administration was indicated by two of the leaders in community colleges, by one president in a privately controlled liberal arts college, and by four of those interviewed in the State-controlled institutions. Additional schools of social work were seen as a need by two of those interviewed in State-controlled institutions, by four leaders in privately controlled colleges, with one negative opinion on this subject expressed by one president of a privately controlled college. None of those interviewed in community colleges saw a need for more schools of social work.

Need for additional schools of library science was reported by three of those interviewed in State-controlled institutions, by one head of a community college, and by six of the leaders in privately controlled colleges. The only negative reply to the question about needs for more schools of library science came from a president of a privately controlled liberal arts college.

Additional schools of nursing were reported as needed by the officials of three community colleges, by three of the presidents of State-controlled institutions, and by five presidents in privately controlled institutions. In one of the privately controlled colleges the president believed there is no need for additional schools of nursing in Michigan. In one of the State-controlled institutions the president expressed the opinion that what Michigan needs is not more schools of nursing but more students in the present schools.

Three of the leaders in privately controlled institutions were of the opinion that Michigan needs more schools of pharmacy. Two of those interviewed in the community colleges were of this opinion, but none of the presidents in the State-controlled institutions saw a need for more schools of pharmacy in Michigan.

In general the responses to the question of needs for more professional schools do not indicate a great enthusiasm for such expansions among the leaders of higher education in Michigan. Judging by the frequency of favorable replies, one would conclude that these leaders believe the greatest shortage exists in medical education, with engineering, nursing, and possibly library science as the only other fields needing attention with a possible view to providing expanded facilities. Most of those interviewed seemed to be of the opinion that the present professional schools should be expanded in capacity before additional centers are developed for education in the various professional fields.

Terminal Occupational Curriculums

The final instructional program area concerning which a question was raised in the interviews related to curriculums of less than four-year length for occupational preparation. The responses to this question by the institutional leaders who were interviewed were almost unanimous, to the effect that Michigan needs more opportunities for young people to obtain occupational preparation in college-level courses that are not of degree length. Not a single negative response was received in answer to this question in any of the three groups of institutions. Apparently the subject is one about which institutional leaders have been thinking, for almost all those interviewed had an opinion to express regarding it. In general there was agreement that such programs are best developed in community colleges, rather than in degree-granting institutions. In Staff Study No. 1

of the Survey Series[4] Dr. S. V. Martorana recommended an increase in the facilities for occupational preparation in the community colleges of Michigan. He also pointed out that instruction in such fields is a peculiar function of the community college. It seems that the opinions of leaders of higher education in Michigan strongly support this recommendation by Dr. Martorana.

Ability of Michigan's Economy to Support Higher Education

The final series of questions asked in the interviews with officials of the Michigan institutions of higher education related to the ability of the State's economy to support the probable future load of services in higher education. On this point practically all those interviewed expressed confidence in the stability and productiveness of Michigan's economy. The answer to the question was commonly expressed in such form as, "If any State can support higher education adequately in the future, Michigan certainly should be able to do it." The leaders in the publicly controlled institutions of higher education seemed to express slightly more confidence in this respect than those in privately controlled institutions.

On the specific question as to whether the privately controlled institutions would be able, in the future, to get the support required for maintenance and needed expansions of their services and programs, about half the leaders interviewed expressed a clearly affirmative reply. Some of the others in the privately controlled colleges qualified their affirmative replies by noting that it would take prodigious effort to secure the necessary funds. Another qualification expressed was with respect to whether the "climate" could continue to encourage gifts to privately controlled institutions; some were a bit fearful that State fiscal policies might operate to make potential donors less willing or less able to contribute to the support of privately controlled colleges.

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[4] Ibid.

One can well understand why presidents of privately controlled colleges, who practically all face a most difficult task in raising sufficient funds annually from private sources to meet operating expenses and to provide for modest expansions and improvements, would not look forward with any great zest to the heavy burden of obtaining the relatively large funds that will be needed to meet the needs in the years that lie immediately ahead. In general, however, the officials of the privately controlled institutions were of the opinion that the institutions of this type would continue to receive their usual supporting funds and would be able to obtain increased income sufficient to meet their needs for expansions and improvements.

The question was also asked as to whether, in the opinion of those interviewed, tax revenues in Michigan will probably be adequate in the future to care for the load of increased enrollments in the publicly controlled institutions. Some reluctance was usually shown in responding to this question, for the answer is obviously dependent not only on the level of economic productivity in the State but also on the system by which revenue is raised. Among the leaders in the publicly controlled institutions, cautious optimism was expressed by several, but others were unwilling to venture an opinion, and a few were frankly discouraged by recent fiscal trends and attitudes of the State Legislature. Only eight of the leaders interviewed in the privately controlled institutions would express an opinion on this point, and they were equally divided between negative and affirmative answers. Perhaps the only conclusion that can be drawn, from the interviews with respect to the probable adequacy of tax sources for the support of higher education in the future in Michigan, is that the educational leaders believe this is a problem to be faced and solved by the fiscal experts in the Legislature and the Executive Branch of the State Government, rather than a problem for the educators to solve.

The final question that was asked was whether or not it would be wise to shift more of the burden of the support of higher education on the students and their parents. This would normally be accomplished by increasing the percentage of support derived from student fees. In general the attitude of the leaders in the community colleges is against the policy of imposing a larger share of the support of higher education on the students and their parents. Few of the leaders in the State-controlled institutions made response to this question, possibly because of the action by the State Legislature in 1957 requiring these institutions to increase the rates of fees charged students by 25 per cent. Only six of those interviewed in the privately controlled institutions expressed opinions to the effect that the students and their parents should bear a greater share of the burden of the support of higher education than at present. One president in a privately controlled college of liberal arts expressed the opinion that it would be unfortunate to follow a policy of increasing the extent of support of higher education from student fees.

In summary, it must be reported that the interviews with leaders in the institutions of higher education in Michigan did not yield much useful guidance, to those who must shape State policy, with regard to the financial support of higher education. While these leaders in educational institutions believe, in general, that Michigan's economy should be able to support any necessary program of higher education, their opinions are not very pronounced concerning the ability of either tax revenues or private gifts to provide the funds needed in the future. They do not seem, in general, to favor increased dependence on student fees for the support of higher education. In any event, the institutions must clearly leave to the hands of their friends outside the academic walls the principal responsibility for providing the necessary supporting income. The interest of those who believe in higher education as a fundamental necessity in modern society will doubtless continue to be expressed in the provision of adequate supporting resources for carrying on this essential function.

Summary and Conclusions

This chapter has reviewed the opinions collected in the interviews with leaders in the colleges and universities of Michigan on a large number of issues relating to public policy in higher education. In the main, the leaders in each of the three institutional groups -- the privately controlled, the State-controlled, and the community colleges -- hold very similar views on most of the issues. On some of the questions, however, the leaders in one of the institutional groups may not have developed their ideas as fully as those in the other institutional groups.

Almost all the leaders in the institutions of higher education in Michigan are convinced of the soundness of the forecasts pointing to rapid increases in enrollments during the next two decades. These leaders are also practically unaminous in thinking that such increases will be of great benefit to the State and Nation, and should be encouraged. Most of the institutional leaders believe that there is a maximum size of enrollment beyond which an individual institution should not expand, but there is no agreement about the enrollment figure that represents such a maximum. Most of the leaders believe that the privately controlled institutions of the State should continue to serve a substantial share of the students attending college in Michigan.

Very few of those from whom opinions were obtained believe there is much possibility that additional institutions of higher education under private control will be established in Michigan, or that any of the present privately controlled institutions will seek to become State-controlled. There is general agreement that new community colleges should be established to serve local areas where population groups of substantial size are at present without opportunity to attend an institution of higher education in the vicinity. Most of those interviewed are opposed to the establishment of additional branches of the existing State colleges and universities in Michigan. Substantial numbers of the leaders in higher education are of the opinion that one or more additional colleges under State control should be established within the next decade or two.

There was no clear agreement among those interviewed about the sources from which community colleges should draw their support. The central tendency of the responses from leaders in the community colleges, as measured by the medians, was for 50 per cent of the support for current operating purposes to be provided from State funds, 25 per cent from local funds, and 25 per cent from tuition fees paid by students. There was some support for the idea that the community colleges ought to be tuition free, but an even larger number of opinions were recorded to the effect that the community colleges should make some tuition charge to the students attending. A majority of those who expressed an opinion about the sources of capital outlay funds for community colleges were of the opinion that the State and the local district should share this burden equally.

The questions that were asked about developments and improvements in instructional programs indicated a fairly strong opinion to the effect that some of the privately controlled colleges in Michigan should be encouraged to develop programs leading to the master's degree. Some opinion was found supporting the idea that certain of the State-controlled institutions, which now limit their offering to the master's degree level, should consider the development of programs leading to the

Ph.D. degree. Additional facilities for medical education were indicated as the greatest need in the field of preparation for the professions. Practically all of those interviewed who had formed any opinion on the subject were in favor of expanding the opportunities in Michigan for terminal occupational curriculums of less than degree length.

The leaders of higher education in Michigan expressed optimism about the ability of the State's economy to support needed expansions and improvements in higher education during the next two decades. The general attitude among those interviewed seems to be that the provision of adequate financial support is a problem to be solved, not by the educators, but by the Legislature, the State fiscal authorities, and the public-spirited citizens who realize the great contribution that an adequate program of higher education can make to the general welfare.

The effort in Staff Study No. 11 has been to report, as objectively as possible, the opinions expressed by leaders in the colleges and universities of Michigan about many issues of public policy in higher education. The Director of the Survey, who conducted the interviews at the institutions, made every effort not to color the responses by any opinions or views he himself might hold. The frank expressions of opinions by those interviewed are useful as a reflection of the general attitude of those who will have much to do with the actual conduct of higher education in Michigan in the immediate future. Consideration of these attitudes, along with the objective data collected in this and other investigations made for the Survey, and reported in the series of Staff Studies, will assist the Director of the Survey in reaching his conclusions and recommendations at the end of the project. These conclusions and recommendations will be developed and presented in the Final Report of the Survey.

Appendix A -- Interview Form

THE SURVEY OF HIGHER EDUCATION IN MICHIGAN
Legislative Study Committee on Higher Education
State Capitol, P. O. Box 240, Lansing, Michigan

Form VI - 1

Questions to be asked in conferences with officials of institutions visited

Name of institution____________________ Date of visit____________

Persons supplying information:

I. Facts about the present program of the institution.

1. What are the aims and objectives of this institution? If the statement in the most recent catalog is up to date, that will be sufficient.

2. Enrollments:

   a. Fall term enrollment for 1956, as reported to survey office, was________

   If this figure needs correction, what is correct enrollment?__________

   b. What was the full-time-equivalent enrollment for fall term 1956?________

   c. What is the full-time-equivalent enrollment for entire year 1956-57?______

3. Indicate the various levels of programs offered:

   __________a. Terminal, of less than four-year degree length
   __________b. Four-year Bachelor's or first professional degree
   __________c. Master's or second professional degree
   __________d. Doctor's level degree

4. Extension services:

   a. Are correspondence courses offered?______If so, how many?________

   b. Are courses offered by extension?____________________

   If yes, in how many centers off campus?_____How many such courses?___

   Are "extension" courses offered on the campus?______How many?______

5. Faculty:

   a. Number of faculty members serving in regular campus program fall term, 1956:
   ____________Full-time faculty members
   ____________Part-time faculty members
   ____________Full-time-equivalent of total campus faculty

   b. Ratio of students to faculty, full-time-equivalent, fall of 1956________

   c. Average salary of faculty members, 1956-57 $________________

6. Physical plant:

a. Book value of physical plant and equipment $________________

b. Number of acres in campus________________

c.

Buildings	Number of Buildings	Square Feet of Floor Space
Permanent		
Temporary		
Total		

7. Number of students for whom housing is available or definitely financed (exclude those living at home or with relatives or in private rooming houses):

Kind of housing facility	Available at present	Planned, to be ready September, 1958	Total available September, 1958
Institution's own dormitories and apartments			
Fraternity and sorority houses			

8. What is the book value of the institution's endowment funds? $____________

9. Total expenditures for educational and general purposes in 1956-57. $__________

10. Total expenditures for scholarships in 1956-57. $________________

11. Student loan funds: Total capital of student loan funds $____________

Student loans at present outstanding $____________

12. Total charge for tuition and fees normally paid by each student for the nine-months academic year $____________

13. What is the maximum number of students this institution can serve with its present resources and facilities, including such augmentation of those facilities as may now be definitely under way or financed?____________

II. Additional resources needed by this institution to serve adequately its present enrollment.

14. Number of additional faculty members needed to serve present enrollment_______

15. Need for additional income for educational and general purposes:

    a. For improvement in salaries of present faculty members $_______________

    b. For salaries of additional faculty members needed at present $__________

    c. For educational and general purposes other than faculty salaries $______

    d. For additional scholarships for present enrollment $___________________

16. Amount needed for liquidation of indebtedness not supported by some definite source of income $_____________________

17. Building facilities needed for instructional purposes to serve present enrollment, in addition to facilities at present available or definitely planned and financed:

    a. Number of additional classrooms needed_____________________________

    b. Number of additional science laboratory rooms needed____________________

    c. Number of other instructional rooms needed__________________________

    d. Number of additional faculty offices needed_________________________

    e. Additional library space needed (in square feet)______________________

    Have any studies been made of the present utilization of instructional rooms?__

    If so, please furnish a copy or summarize the utilization figures.

18. Student housing needed to care adequately for present enrollment, beyond that at present available or definitely planned and financed:

    a. Additional dormitory beds____________________

    b. Additional housing units for married students________________

19. List, with estimated cost, other plant facilities needed to serve well the present enrollment:

III. Plans of the institution related to pressures from the expanding enrollment:

20. Has this institution taken any definite steps toward the planning for developments in the next 10 or 15 years that are related to pressures for expanding enrollment?____________________

    a. If so, what agency is in charge of these plans?______________

    b. What is the present status of the planning?___________________

21. What is your idea of the maximum number of students this institution should ever attempt to serve, assuming the availability of necessary resources?_______

22. What is the probable maximum number of students this institution will be in a position to serve:

    By 1965?____________________ By 1970?_______________________

23. What sources could and should be tapped by this institution to obtain the funds needed to support a program in 1970 for the number of students indicated for that year in the foregoing question?

    a. Alumni____________________________________

    b. Official church organization______________

    c. Members of church to which institution is related______________

    d. Private individual donors, friends of the institution__________

    e. Michigan Colleges Foundation________________________

    f. Endowed foundations_________________________________

    g. Student tuition fees________________________________

    h. Federal Government__________________________________

    i. State Government____________________________________

    j. Local Governments___________________________________

    k. List any other sources:

IV. Questions relating to general public, social, and educational policy with respect to the future services of higher education in Michigan:

24. Are the estimates of expanded total enrollments in the colleges and universities in Michigan, up to 1970, reasonable in your opinion?______________

25. Should there be an attempt to limit or restrict the number of students attending institutions of higher education in Michigan in the future?________
If so, by what means?

a. Raising tuition fees______________

b. More rigorous entrance requirements:
at the freshman level______________
at the junior-year level______________
at the graduate level______________

c. Raising the level of achievement required for remaining in school________

d. Restricting out-of-state enrollments:
in publicly controlled institutions____________
in privately controlled institutions____________

e. By other processes (specify):

f. What fraction of the predicted total future enrollment should be eliminated by restrictions such as those mentioned above?

26. Should there by any fixed upper limit on the total enrollment permitted in any one institution?_________If so, at what point should that limit be set?__
How would such an enrollment limit be administered?

a. First come, first served?______________

b. Tests or other selective admission measures?____________________

c. Preference for upper-class entrants, and limited number of freshman?_____

d. Preference for residents of Michigan, admitting students from other States only if room is available for them?____________

e. Districting of attendance, giving first opportunity to students from the area nearest the institution?________________

f. First opportunity given students from area where no other institution is locally available?______________

g. Limit the extent of student housing provided, but put no restrictions on the number of commuting students?________________

27. What percentage of the total college enrollment in Michigan should be cared for in publicly controlled institutions?

   a. Is the percentage distribution of enrollments between publicly controlled and privately controlled institutions a matter of any importance?________

   b. Should the attempt be to:
   Maintain the present percentage distribution of students?_______________
   Increase the percentage in privately controlled institutions?___________
   Increase the percentage in publicly controlled institutions?____________
   Avoid taking steps to influence the percentage distribution?____________

   c. Is there a maximum percentage of the total enrollment that the publicly controlled institutions should not be permitted to exceed?_____________

   If so, what is that percentage?_________________

28. Is it likely that new, non-public institutions will be established in Michigan?

29. Is it wise public policy to encourage the establishment of any new publicly controlled institutions of higher education in Michigan?________________
If it is wise, what should be the nature of the programs in any new publicly controlled institutions?
   a. Community colleges, limited to two years beyond high school?__________

   b. Branches of existing state colleges or universities?_________________

   c. New state colleges or universities, of degree-granting level?_________

   d. Indicate any other:

   If new degree-granting institutions should be established, where should they be located?

30. Is is likely that one or more of the present privately controlled institutions in Michigan might become publicly controlled (as happened in the case of Ferris Institute a few years ago?)__________________________

   If yes, what institutions are most likely to be involved in such a step?______

31. How should community colleges in Michigan be supported? Indicate the percentage of support for current operating purposes and for capital outlay that should be derived from each source:

	State funds	Local public funds	Tuition fees
Current operating purposes			
Capital Outlay			

32. What should be the policy with respect to the development of additional graduate programs in the Michigan colleges and universities?

    a. Should more of the privately controlled institutions be encouraged to strengthen their programs and to offer the Master's degree?____________

    b. Should Ph.D. level programs be encouraged in any institutions other than the three large state universities which now maintain such programs?__________

33. Are additional professional schools going to be needed in such fields as:

    a. Medicine____________________
    b. Dentistry____________________
    c. Engineering____________________
    d. Agriculture____________________
    e. Business Administration____________________
    f. Social work____________
    g. Library science____________
    h. Nursing____________
    i. Pharmacy____________
    j. Others (list)____________

34. Is it better to increase the size and capacity of present professional schools rather than to create new ones?____________

35. Is there need for technical programs of less than four-year degree status?__________

    If so, what kinds of institutions are best equipped to operate such programs?______

36. Will the economy of Michigan be adequate to support the probable future load of the institutions of higher education?

    a. Will the privately controlled institutions be able to get the support they need for expanding their services?____________

    b. Will tax revenues be adequate to care for the load in publicly controlled institutions?______________

    c. Would it be wise to shift more of the burden of support of higher education to the students and their parents?________________

(Revised January 1958)

Appendix B

DIRECTORY OF INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN

Adrian College	Adrian, Michigan	President: Dr. John H. Dawson Registrar: Mrs. Viola C. Miller Liaison: Dr. Lewis Brumbaugh, Dean of the College
Albion College	Albion, Michigan	President: Dr. William W. Whitehouse Registrar: Mr. Marvin F. Pahl Liaison: Dr. Emil Leffler, Dean of the College
Alma College	Alma, Michigan	President: Dr. Robert D. Swanson Registrar: Miss Molly Parish Liaison: Dr. Robert D. Swanson, President
Alpena Community College	Alpena, Michigan	Supt. of Schools: Dr. Russell H. Wilso Director: Mr. Stanley E. Van Lare Liaison: Mr. Stanley E. Van Lare, Director
Aquinas College	1607 Robinson Rd.,S.E. Grand Rapids, Michigan	President: Right Reverend Monsignor Arthur F. Bukowski Registrar: Sister M. Blandina, O.P. Liaison: Right Reverend Monsignor Arthur F. Bukowski
Battle Creek Community College	3 College Street Battle Creek, Mich.	Supt. of Schools: Mr. Harry Davidson Director: Dr. Robert O. Hatton Registrar: Mrs. Ferne L. Griffith Liaison: Dr. Robert O. Hatton, Director
Bay City Junior College	Bay City, Michigan	Supt. of Schools: Mr. Elwyn J. Bodley Registrar: Mr. Walter E. Thorsberg Liaison: Dr. Eric J. Bradner, Dean
Bay View Summer Colleges of Liberal Arts and Music	Bay View, Michigan Mailing address of Dr. Irwin: 416 East Erie Street Albion, Michigan	President: Dr. Raymond J. Wade Registrar: Dr. Joseph J. Irwin Liaison: Dr. Joseph J. Irwin, Dean Registrar
(Benton Harbor) Community College and Technical Institute	Benton Harbor, Mich.	Supt. of Schools: Meryl Bird President: Dr. C. G. Beckwith Registrar: Mr. Karl W. Schlabach Liaison: Dr. C. G. Beckwith, President

Calvin College	Grand Rapids 6, Michigan	President: Dr. William Spoelhof Registrar: Mr. Harry G. Decker Liaison: Dr. William Spoelhof, President
Calvin Seminary	Franklin Street at Benjamin Ave., S.E. Grand Rapids, Mich.	President: Dr. J. H. Kromminga Registrar: Dr. Fred H. Klooster Liaison: Dr. Fred H. Klooster, Registrar
Central Michigan College	Mt. Pleasant, Michigan	President: Dr. Charles L. Anspach Dean of Admissions and Records: Mr. George N. Lauer Liaison: Dr. Judson W. Foust, Vice President
Chrysler Institute of Engineering	12260 Oakland Avenue Detroit 31, Michigan	President: Mr. James C. Zeder Director: Mr. L. R. Baker Registrar: Patty Allbritten Liaison: Mr. L. R. Baker, Director
Cleary College	Ypsilanti, Michigan	President:Dr. Owen J. Cleary Registrar: Miss Gladys M. Beadle Liaison: Mr. Walter Greig, Executive Vice Presiden
Cranbrook Academy of Art	Bloomfield Hills, Mich.	President: Mr. Zoltan Sepeshy Registrar: Mr. Wallace Mitchell Liaison: Mr. Zoltan Sepeshy, Director
Detroit Bible Institute	17370 Meyers Road Detroit 35, Michigan	President: Dr. Roy L. Aldrich Registrar: Anetta P. Cavers Liaison: Dr. Roy L. Aldrich, President
Detroit Business Institute and Detroit Business University	Michigan Building 220 Bagley Avenue Detroit 26, Mich.	President: Mr. M. E. Davenport Registrar: Lewis S. Moorehead Liaison: Mr. Homer F. Long, Secretary and Managing Director
Detroit College of Law	130 E. Elizabeth St. Detroit 1, Michigan	President: Dr. John J. Danhof Registrar: Liaison: Mr. Charles H. King, Dean of the College
Detroit Commercial College	Book Building Washington Boulevard Detroit 26, Michigan	Director: Miss Lola Maclean Registrar: Mrs. Margaret B. Raymond Liaison: Mrs. Margaret B. Raymond Controller

Detroit Conservatory of Music	Detroit, Michigan	President: Miss Florence Merrill Registrar: --- Liaison: ---
Detroit Institute of Musical Art	5330-50 John R. Detroit, Michigan	President: Willoughly D. Boughton Registrar: Mr. William H. B. Rees Liaison: Mr. William H. B. Rees, Registrar
Detroit Institute of Technology	YMCA Building 2020 Witherell St. Detroit 26, Mich.	President: Mr. D. J. Terpeney Director of Admissions: Mr. Donald A. Houghton Liaison: Mr. Charles Heidtke Assistant to Dean of Business Administration
Duns Scotus College	Nine Mile at Evergreen Detroit 19, Michigan	President: Rev. Philibert Ramstetter Registrar and Secretary: Rev. Cletus Suttman Liaison: ---
Eastern Michigan College	Ypsilanti, Michigan	President: Dr. Eugene B. Elliott Registrar and Director of Admissions: Everett L. Marshall Liaison: Mr. James E. Green, Director of Planning and Development
Emmanuel Missionary College	Berrien Springs, Michigan	President: Dr. Floyd O. Rittenhouse Registrar: Dr. Hans L. Rasmussen Liaison: Dr. Floyd O. Rittenhouse, President
Ferris Institute	Big Rapids, Michigan	President: Mr. Victor F. Spathelf Registrar: Mr. Harold E. Wisner Liaison: Mr. Victor F. Spathelf, President
Flint Junior College	Flint, Michigan	Supt. of Schools: Dr. Spencer W. Myers Registrar: Muriel Parsell Liaison: Dr. Clyde E. Blocker, Dean
General Motors Institute	Flint 2, Michigan	President and Director: Mr. Guy Cowing Registrar: Mr. Ray H. Bechtold Liaison: Mr. H. T. Kinley, Personnel and Student Relations
Gogebic Community College	Ironwood, Michigan	Supt. of Schools: Mr. R. Ernest Dear Director: Mr. Jacob A. Solin Registrar: Ruth M. Healy Liaison: ---

Grand Rapids Baptist Theological Seminary and Bible Institute	811 Wealthy St., S.E. Grand Rapids 6, Mich.	President: J. Edward Hakes Registrar: Mrs. Victor Matthews Liaison: Mrs. Victor Matthews, Registrar
Grand Rapids Junior College	Grand Rapids, Mich.	Supt. of Schools: Benjamin J. Buikema Registrar: Mr. Lyvonne Riisberg Liaison: Dr. John E. Tirrell, Dean of the College
Great Lakes College	18734 Woodward Ave. Detroit 3, Michigan	President: Dr. Clayton J. Ettinger Registrar: Inez G. Silk Liaison: ---
Henry Ford Community College	4824 Lois Avenue Dearborn, Michigan (107 Miller Bldg.)	Supt. of Schools: Stuart Openlander Registrar: Albert Ammerman Liaison: Mr. Fred K. Eshleman, Dean
Highland Park Junior College	Highland Park, Mich. (Third and Glendale)	Supt. of Schools: Dr. Carlyle G. Hoyt Registrar: Dorothy I. Oswalt Liaison: Mr. Grant O. Withey, Dean of the Junior Colleg
Hillsdale College	Hillsdale, Michigan	President: Dr. J. Donald Phillips Registrar and Director of Admissions: Florence L. Kreiter Liaison: Mr. Wayne Gray, Admin. Assistant to President
Hope College	Holland, Michigan	President: Dr. Irwin J. Lubbers Registrar: Paul E. Hinkamp Liaison: Dr. Irwin J. Lubbers, President
Jackson Junior College	512 Wildwood Avenue Jackson, Michigan	Superintendent of Schools: Ralph McLea President: Dr. William Atkinson Registrar: William J. Ogden Liaison: Dr. William Atkinson, President
Kalamazoo College	Kalamazoo, Mich.	President: Dr. Weimer K. Hicks Director of Admissions: Stuart Simpson Liaison: Dr. Weimer K. Hicks Registrar: Harold T. Smith
Lawrence Institute of Technology	21000 West Ten Mile Road., Detroit 19, Michigan	President: E. George Lawrence Registrar: Genevieve G. Dooley Liaison: Dean Mordica Ryan
Madonna College	Livonia, Michigan (Schoolcraft and Newburg Rd.)	President: Sister Mary Assumpta, C.S.S.F. Registrar: Sister Mary Remigia, M.A. Liaison: Sister Mary Assumpta, C.S.S.F., President

Marygrove College	Detroit 21, Michigan (Six Mile at Wyoming)	President: Sister M. Honora, Ph.D. Registrar: Sister Miriam Fidelis Liaison: Sister M. Amadeus, Dean of the College
Mercy College	8200 West Outer Drive Detroit 19, Michigan	President: Sister Mary Lucille, R.S.M. Registrar: Sister Mary Judith Liaison: Sister Mary Judith, Registrar
Merrill-Palmer School	71 East Ferry Avenue Detroit 2, Michigan	Director: Dr. Pauline Park Wilson Knapp Registrar: Maybelle Bayley Stevens
Michigan College of Mining and Technology	Houghton, Michigan	President: Dr. J. R. Van Pelt Registrar: Professor Thomas C. Sermon Liaison: Dr. J. R. Van Pelt, President
Sault Ste. Marie Branch	Sault Ste. Marie, Mich.	Director: Mr. Harry L. Crawford
Michigan State University	East Lansing, Michigan	President: Dr. John A. Hannah Registrar: Kermit Smith Liaison: Dr. Thomas H. Hamilton, Vice President for Academic Affairs
Muskegon Community College	Muskegon, Michigan	Superintendent of Schools: R. B. Warren Director: Dr. A. G. Umbreit Acting Registrar: Carolyn Iverson Liaison: Dr. A. G. Umbreit, Director
Nazareth College	Nazareth, Michigan	President: Sister Marie Kathleen, S.S.J. Acting Dean - Registrar: Sister M. Therese, A.B. Liaison: Sister Marie Kathleen, S.S.J., President
Northern Michigan College	Marquette, Michigan	President: Dr. Edgar L. Harden Registrar: Mr. Luther O. Gant Liaison: Dr. Harold Sponberg, Vice President
Northwestern Michigan College	Traverse City, Michigan	Superintendent of Schools: Glenn Loomis Director: Mr. Preston N. Tanis Registrar: Mr. Walter Holland Liaison: Mr. Walter Holland, Registrar
Olivet College	Olivet, Michigan	President: Mr. Gorton Riethmuller Registrar: Helen M. Mitchell Liaison: Dr. James Newcomer, Dean of the College

Owosso College	Owosso, Michigan	President: The Reverend Otho Jennings Registrar: Betty Messer Liaison: The Reverend Otho Jennings, President
Port Huron Junior College	Port Huron, Michigan	Superintendent of Schools: Mr. Howard D. Crull Liaison: Mr. James C. Browning, Dean
Sacred Heart Seminary	2701 Chicago Blvd. Detroit 6, Michigan	President: Right Reverend Monsignor Albert A. Matyn Registrar: The Reverend Edmond A. Fournier Liaison: The Reverend Edmond A. Fournier, Registrar and Director of Studies
St. Joseph's Seminary	600 Burton St., S.E. Grand Rapids, Mich.	President: Right Reverend Monsignor Edmund F. Falicki Registrar: Mr. Mitchell Zellin Liaison: Mr. Mitchell Zellin, Registrar
St. Mary's College, SS Cyril and Methodius Seminary	Orchard Lake, Mich.	President: Very Reverend W. S. Filipowicz Registrar: Reverend Francis J. Zdrodowski Liaison: ---
Siena Heights College	Adrian, Michigan	President: Sister Benedicta Marie, O.P. Registrar: Sister M. Bertha Liaison: Sister Benedicta Marie, O.P., President
South Macomb Community College	22900 Federal Avenue Van Dyke, Michigan	Superintendent of Schools: Max Thompson Registrar: --- Liaison: Mr. Walter E. Bradley, Dean
Spring Arbor Junior College	Spring Arbor, Mich.	President: Roderick Smith Registrar: Miss Bonnie Thickstun Liaison: Miss Bonnie Thickstun, Registrar
Suomi College and Theological Seminary	Hancock, Michigan	Acting President: David T. Halkola Registrar and Director of Admissions: Mr. Soine A. Torma Liaison: Mr. David T. Halkola, Acting President
University of Detroit:	McNichols Road at Livernois Detroit 21, Michigan	President: Reverend Celestin J. Steiner, S.J. Registrar: Dr. Joseph A. Berkowski Liaison: Father Hugh F. Smith, S.J. Executive Vice President

University of Michigan	Ann Arbor, Michigan	President: Dr. Harlan H. Hatcher Director of Office of Registration and Records: Dr. Edward G. Grosbeck Liaison: Dr. Harlan H. Hatcher, President
Wayne State University	Detroit 2, Michigan	President: Dr. Clarence B. Hilberry Registrar: Elizabeth Platt Liaison: Dr. Clarence B. Hilberry and Olin E. Thomas, Vice President and Treasur
Western Michigan University	Kalamazoo, Michigan	President: Dr. Paul V. Sangren Registrar: Mr. Clayton J. Maus Liaison: Dr. Paul V. Sangren, President
Western Theological Seminary	Holland, Michigan	President: The Reverend John R. Mulder, D.D., LL.D. Registrar-Dean: The Reverend George H. Mennenga Liaison: The Reverend John R. Mulder D.D., LL.D., President